
A-level
HISTORY
7042/2B

Component 2B The War of the Roses, 1450-1499

Mark scheme

November 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the threat from the Simnel Rebellion.

[30 marks]*Target: AO2**Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.***Generic Mark Scheme**

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the source could be valuable because it is taken from the perspective of those involved with the rebellion. Therefore, it demonstrates how they are presenting the threat
- the source could be valuable because it is addressed to the city of York, directly calling for their support due to the pretender's claim to be a son of York. This is clear in the use of 'our city', tying York to rebellion
- the source could be seen as valuable due to the date. It was published at the peak of threat from the Simnel Rebellion, therefore giving an indication of how it was viewed at the time without being marred by hindsight
- the tone is somewhat sycophantic, which may suggest the rebellion was in need of internal support.

Content and argument

- Henry VII is presented as an oppressor, which may suggest that the rebellion would be well-supported due to the dislike for him
- the source also suggests the rebellion had 'huge power' which could be deemed valuable due to the military threat which it presented
- the source could also be deemed valuable as it proves the rebels cite God's support as part of their claim, which could have enhanced the scale of the threat
- the source also shows that the rebels promise favour for those who join them. This suggests certainty in victory and therefore that the threat is substantial.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- as an official document it holds value as it reflects the Pope's personal view on the Simnel Rebellion
- the source emanates from the Pope himself and therefore the value can be deemed considerable due to the importance of the Pope
- the tone of the source is heavily critical of the rebels ('in contempt of His Holiness' orders'), showing they did not enjoy the Pope's support. This may be of value as it could suggest that it was less threatening
- the emphasis of the source is the Pope's condemnation of the rebellion and those affiliated with the Church for their part in supporting the rebellion, as well as his support for Henry VII.

Content and argument

- the source identifies the involvement of archbishops and bishops in supporting the rebellion. This could be deemed valuable as it suggests the rebellion gained support from the clergy
- the source also identifies that the Pope expressly forbade the involvement of any members of the clergy in the rebellion
- the source also demonstrates that the Pope was clearly in support of Henry VII
- the source is also of value as it indicates the Pope declared Simnel was an imposter. This would suggest that the threat might have been limited, as the support of the Pope was vital in legitimising a claim to the throne.

Source C: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- Vergil was in the service of the Tudors and it might therefore be expected that he would downplay the threat or the scale of support for the threat. However, the source is not entirely dismissive of the threat and therefore the source's value could be viewed more favourably
- Vergil was writing in Henry VIII's reign and may be writing to justify or explain Henry VII's actions – this can be seen in the final two sentences of the source
- Vergil was writing some years after the events. He had the task of showing that the opposition was weak but not making out that Henry's victory was easy
- the tone suggests that there was a relatively significant threat but that Henry dealt with this ably. The tone is also critical of the quality of the military force that the rebellion was able to muster
- the emphasis of the source is based on the military and political threat from Simnel, balanced with Henry's reaction.

Content and argument

- the source suggests Henry VII faced a military threat from the Simnel Rebellion which can be deemed as valuable as the rebellion culminated in the Battle of Stoke Field
- it is valuable also because it showed that Simnel's landing in Lancashire was easy and apparently unopposed, which suggests that the rebellion was threatening
- the source also suggests that the threat to Henry was both political and dynastic. The source suggests the challenge made by Simnel is based on a blood claim and that he has received international support for his cause – both of which could be deemed to be of value
- the source also identifies Henry's response to the rebellion and suggests that he ensured he was kept well-informed and took precautionary measures to limit the threat from the rebellion.

Section B

0 2 'The Lancastrians were in a stronger position than the Yorkists after the Second Battle of St Albans in February 1461.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Lancastrians were in a stronger position than the Yorkists after the Second Battle of St Albans in February 1461 might include:

- by the end of February 1461, the Lancastrians had recaptured Henry VI from the Yorkists, as the anointed king this gave them more power
- the Lancastrians had achieved a comfortable victory over Warwick's forces at the Second Battle of St Albans which had also resulted in the defection of one of Warwick's trusted allies
- the Lancastrian army was still larger than the Yorkist army and had a fearsome reputation
- the Lancastrians were able to rally a convincing level of support – 19 nobles versus the 11 the Yorkists managed and an estimated 30 000 troops

Arguments challenging the view that the Lancastrians were in a stronger position than the Yorkists after the Second Battle of St Albans in February 1461 might include:

- Henry VI still had a reputation for weakness, as was proven after the Second Battle of St Albans where he wanted to be merciful towards the two Yorkist guards who ensured his safety, whilst his son ordered their execution
- Henry VI had also signed the Act of Accord in October 1460, which gave the Yorkists a legal claim to the throne which they continued to pursue after Richard's death
- Edward had achieved his first victory at the Battle of Mortimer's Cross, proving himself to be a sound military commander and a decisive leader
- the Yorkists were able to gain the support of London whilst Margaret of Anjou was barred from entering the city. This was both a strategic/military failure, as it left it clear for Edward and also a political failure as it proved Margaret and Henry's unpopularity/lack of authority
- the Lancastrians had lost key nobles, such as the Tudors (Owen was executed after Mortimer's Cross and Jasper was exiled to France for the next 25 years).

Students may conclude that although the Lancastrians had regained possession of Henry VI, ultimately the Yorkists were able to continue to build a substantial threat. It could also be argued that Edward was a more popular and charismatic leader, than anyone on the Lancastrian side, and able to exploit the Lancastrian weaknesses and harness support for the Yorkist cause more ably.

0 3 To what extent was it the weakness of the Lancastrians that enabled Edward IV to regain the throne in 1471?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that it was the weakness of the Lancastrians that enabled Edward IV to regain the throne in 1471 might include:

- there was a lack of support for the readeption of Henry VI. Henry VI was viewed as a weak king. He was removed from the Tower and paraded through London in rags and appeared confused. Edward was seen as a more effective medieval king
- the Lancastrian military leadership also demonstrates key weaknesses which allowed Edward to regain the throne. At Barnet, there was still mistrust between the Nevilles and staunch Lancastrians, such as Oxford. At Tewkesbury, the young Prince Edward was left to command the centre, with no previous battle experience
- there were divisions and mistrust between Lancastrian leaders. For example, Margaret of Anjou refused to set sail for England until she heard that Warwick had given battle
- the readeption had not been successful. There were outbreaks in lawlessness which Warwick was unable to control, making it easier for Edward to return.

Arguments challenging the view that it was the weakness of the Lancastrians that enabled Edward IV to regain the throne in 1471 might include:

- Edward relied on foreign support. Edward needed Charles of Burgundy to supply troops and a fleet to enable him to retake England
- Edward was also able to regain the throne due to internal support. For example, Hastings readied support and gave Edward information on where he could aim to land and which regions he may expect support from, which improved his chances of recovering the throne
- the military prowess of Edward IV could be argued as more important. At the Battle of Barnet, Edward used the cover of fog to move troops towards the Lancastrians and at Tewkesbury used the bushes to hide a group of spearmen. Without these victories the Lancastrian figureheads/key supporters would still be at large
- on arrival in England he claimed to be recovering his title of Duke of York, an astute move as it allowed people to join his forces without immediate fear of treason charges. As a result, Montagu, who was monitoring Edward's march, could not convince his men to move against Edward.

Students may conclude that whilst the weaknesses of the Lancastrians were a facilitating factor, Edward relied upon both internal and external support to return to the kingdom and moreover needed to reassert his authority, having fled the country. Therefore, whilst Lancastrian weaknesses provided a basis for Edward to reclaim the throne, his own actions and support were more important. Alternative arguments should be credited.

0 4 'Buckingham's rebellion brought about the downfall of Richard III.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Buckingham's rebellion brought about the downfall of Richard III might include:

- Buckingham's rebellion meant that Richard was forced to move nobles from the North (where he gained popularity in Edward IV's reign) to the South demonstrating his limited powerbase/support. This exposed his weakness and created tension between South and North which could be exploited and led to his downfall
- the rebellion also exposed his weak reputation. Buckingham had been integral in usurpation and was thus well rewarded. However, when it was revealed he had betrayed Richard, it furthered rumours about the fate of the Princes in the Tower, as this was one suggestion given for Buckingham's involvement
- Buckingham's rebellion also revealed the external threat from Henry Tudor. After the rebellion a host of rebels made for Tudor's court in Brittany
- Buckingham's rebellion also exposed the internal threat from members of the nobility who were unhappy with Richard's usurpation.

Arguments challenging the view that Buckingham's rebellion brought about the downfall of Richard III might include:

- the mysterious disappearance of the Princes in the Tower could be argued as more important. This decreased support for Richard, for example, the lighting of fires across London to try to force Richard to show the Princes in the Tower, as well as rhymes, such as Collingborne's, being recited in public demonstrate this
- the downfall of Richard could be argued to be caused by the existence of a rival in Henry Tudor. The fact that Margaret Beaufort had secured support from Buckingham and Elizabeth Woodville, as well as the promise of Henry marrying Elizabeth of York, increased support for Tudor which was vital to overthrow Richard
- alternatively, it could be argued that the rebellion was a failure. Richard reacted swiftly, was able to capture and execute Buckingham proving that he was a strong king. Even at Bosworth the chances of Tudor's victory were unclear and Richard had a larger force, thus suggesting that Richard was not weak, nor weakened by the rebellion.

In summary, students may conclude that Buckingham's rebellion exacerbated problems which were already evident in Richard's reign. His reputation was already damaged by the rumours surrounding the Princes in the Tower and the execution of key nobles which resulted in limited support. Therefore, students may agree that other factors predated Buckingham's rebellion and it was a spur which swelled support for Henry Tudor increasing his chances of success at Bosworth. Students who choose to focus exclusively on Buckingham's rebellion, showing balanced analysis of the rebellion and its consequences are also eligible for the full range of marks.