

AS

History

The Wars of the Roses, 1450–1499

7041/2B The Fall of the House of Lancaster, 1450–1471

Mark scheme

7041

June 2016

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 Assessment Writer.

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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June 2016

The Wars of the Roses, 1450–1499

AS History Component 2B The Fall of the House of Lancaster, 1450–1471

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the conflict between Edward IV and the Earl of Warwick? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

Provenance and tone

- the source was written at the time by a chronicler that was generally sympathetic to the Yorkist cause and to Edward IV in particular
- the tone is reproving of the King for allowing himself to be ‘too greatly influenced’ by the Queen’s family and for providing ‘boundless presents’. Given the chronicler’s usual support for Edward its criticism is particularly noteworthy.

Content and argument

- the Crowland chronicler argues that the problems in 1469 originated in a disagreement between Edward IV and Warwick and blames the influence of the Queen and her family. The promotion of Woodvilles to offices and patronage could be considered.
- the extent to which the secret marriage and the Woodvilles had embarrassed Warwick and why regarding his planned French alliance
- the impact of the Woodville family on the wider nobility including Clarence, especially regarding the ‘marriage market’
- whether Warwick, Clarence and others were banished from the King’s presence or had removed themselves.

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

Provenance and tone

- the source was written significantly later than the events it portrays and may therefore be influenced by the fall and death of Warwick
- the pro-Yorkist writer is looking for a scapegoat to explain the divisions within the House of York
- the tone is one of accusation against both Warwick and Clarence, especially Warwick who is blamed for ‘enticing’ Clarence and is therefore the root of the problem. It may be influenced in this by the source’s knowledge of the subsequent events.

Content and argument

- the fragment argues that Warwick's ambitions were insatiable and the degree to which Warwick and the wider Neville connection had already been promoted and rewarded by Edward IV could be considered
- the secret marriage between George, Duke of Clarence, and Isabel Neville is explicitly referenced. This is presented as Warwick's scheme and the cause of the breach from Edward IV's perspective - the dynastic implications could suggest further greed
- the extent to which factors other than greed motivated Warwick, such as the Burgundian alliance, the Woodville marriage and the so-called 'New Yorkists' could be considered
- the culpability and ambition of George, Duke of Clarence, himself.

In arriving at a judgement as to the relative value of each source, students may conclude that both sources have value in that they present the two perspectives in the quarrel, Source A that Edward's marriage had caused the conflict and Source B that Warwick's greed was central. Given the contemporary nature of Source A and its normally pro-Yorkist tone on other issues it may be seen as being particularly persuasive. However, Source B presents considerably more specific evidence to support its viewpoint. Any supported argument as to relative value should be fully rewarded.

Section B

- 02** 'The loss of Normandy was the main reason for opposition to the Duke of Somerset's faction in the years 1450 to 1455.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that the loss of Normandy was the main reason for opposition to the Duke of Somerset's faction in the years 1450 to 1455 might include:

- the humiliating loss of Normandy represented the collapse of Henry V's work, the Duke of Suffolk was widely blamed and it was directly linked to his fall from power and his unexpected death. He was closely associated with Somerset
- Richard of York, who had previously served in Normandy with distinction, was openly critical of the losses and blamed them on Somerset, who had held positions of authority in France at the time of the defeat
- in the 1440s there had been a need to maintain domestic unity because of the war but the lack of an external focus removed this and permitted further internal dissent
- Jack Cade's rebellion in 1450 and the Dartford incident were linked to the loss of Normandy and both provided support for Richard of York's claim to be acting in the interest of the realm against Somerset.

Arguments challenging the view that the loss of Normandy was the principal reason for opposition to the Duke of Somerset's faction in the years 1450 to 1455 might include:

- the unrest subsided and York was an isolated figure amongst the nobility (as demonstrated at Dartford) until 1454 when the illness of Henry VI required that he become Protector
- Somerset took up the leadership of the unpopular household and government of Henry VI and thus its alleged corruption and incompetence, as well as that of the king, could be, and often was, blamed on him. Somerset was also perceived to be close to the unpopular queen
- Somerset had a Lancastrian claim to be Henry VI's closest male relative and, until 1453, a claimant to succeed him. Both of these threatened the dynastic position of Richard of York
- The Nevilles were in a dispute with Somerset over land and he was allied to their enemy, the Percy family. The Neville switch to supporting York was significant but the violent actions of York and the Neville lords at St Albans in 1455 demonstrated their isolation because most nobles were willing to accept Somerset as chief minister.

Good answers may consider that although the loss of Normandy contributed significantly to the pressures on his Lancastrian regime, Somerset was able to remain in control and Richard of York was largely shunned by the nobility. York's popularity with the common people due to his populist stance regarding Normandy made the nobility suspicious rather than supportive. York's ambition was substantial in explaining the opposition to Somerset. Only when he could not be kept from government did the situation deteriorate as both he and Somerset fought over the means to destroy the other.

03 'Baronial warfare in the years 1459 to 1471 had a devastating impact on English society.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that the baronial warfare in the years 1459 to 1471 had a devastating impact on English society might include:

- most of the nobility of England were actively involved in the fighting on one side or the other in this time period
- the most intense period of fighting occurred between 1459 and 1461 and at this time the impact on English society was therefore likely to be higher. Towton (1461), for example, was the largest battle ever fought on English soil
- Englishmen were in arms and readiness for war about half of the time period and in the period between 1461 and 1464 north-east England was the centre of Lancastrian resistance
- the northern army of Queen Margaret between 1460 and 1461 was notorious for its brutality and pillaging and fear of Margaret's northern army had an impact on events.

Arguments challenging the view that the baronial warfare in the years 1459 to 1471 had a devastating impact on English society might include:

- most armies were small and existed for just a few weeks or months at a time, the small scale of the armies and most battles limited the casualties and therefore the impact on wider society, numbers in sources were often exaggerated
- there were no sieges during the first phase of the war and no evidence of English towns being routinely sacked, or suffering food shortage, and there is no evidence of increased fortification of towns in this period
- the most intense fighting occurred between 1459 and 1461 but after this period the involvement of the nobility noticeably declined. It increased again between 1470 and 1471 because of the actions of the earl of Warwick but the relatively peaceful period in between demonstrates that there was no general breakdown of law and order
- the uprisings of 1469 and 1470 were created and managed by Warwick and Clarence and were not popular uprisings reflecting a breakdown of good government.

Good answers may conclude that although there were clearly periods of time when there was significant disruption to English society the evidence does not support the claim of widespread destruction and breakdown and such breakdowns were concentrated into limited periods of time. Comments may include an awareness that certain areas, such as the North were more badly affected but may consider whether many of these areas were traditionally more lawless in any case.