



## Mark Scheme (Results)

Summer 2022

Pearson Edexcel  
In GCE History (9HI0/30)

Paper 3: Themes in breadth with  
aspects in depth

Option 30: Lancastrians, Yorkists and  
Henry VII, 1399–1509

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement</li> </ul>

<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"><li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims</li></ul>
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## Sections B and C

**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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for Warbeck's challenge and the extent of the challenge he posed to Henry VII. The author of the source is named in the specification, and candidates can therefore be expected to know about them and be aware of the context.</p> <ol style="list-style-type: none"><li>1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• Warbeck's proclamation is written to justify his actions</li><li>• It is written in a persuasive tone, making a case through argument, and, as a proclamation aims to create a royal identity for Warbeck</li><li>• The proclamation is written in 1496, when Warbeck was attempting to raise support from the English.</li></ul></li><li>2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<p><b>The reasons for Warbeck's challenge:</b></p><ul style="list-style-type: none"><li>• The source suggests that Warbeck's challenge is based on Henry's seizure of the crown ('by false means')</li><li>• It criticises Henry's unkingly conduct and claims that Henry has acted as a tyrant towards the people of England, justifying Warbeck's actions</li><li>• It indicates that Henry has wrongly profited from his subjects ('intolerable ransoms') and that this needs challenging</li><li>• The source claims that Henry's putting to death of certain nobles has been an act of murder, and that of a tyrant, hence the necessity of Warbeck's challenge.</li></ul><p><b>The extent of the challenge he posed to Henry VII:</b></p><ul style="list-style-type: none"><li>• By using his full claimed title, the source indicates that Warbeck portrays himself as the rightful king of England in direct challenge to Henry VII, the Tudor usurper</li><li>• The source underlines the nature of Warbeck's claim to the throne through a bloodline, rather than conquest ('our rights of inheritance')</li><li>• It compares Henry's claim to the throne to that of Richard III, suggesting that Richard's was stronger than Henry's, as he was a 'true Plantagenet'</li><li>• The source suggests Henry was widely unpopular and criticises his rule, and the nature of his kingship ('misgoverned at home') and, in doing so, is appealing to all those who have suffered under Henry's rule for support.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Details of the battle of Bosworth and manner in which Henry VII claimed the throne of England</li><li>• The controversy surrounding the Princes in the Tower and their disappearance</li><li>• The methods used by Henry VII to secure his throne, including bonds and attainders.</li></ul></li></ol>

## Section B: indicative content

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that, in the years 1415-21, the most significant factor contributing to Henry V's success in France was the Burgundian Alliance (1419).</p> <p>Arguments and evidence that, in the years 1415-21, the most significant factor contributing to Henry V's success in France was the Burgundian Alliance (1419) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Diplomacy was central to success in France; the English would not have won the war by military success alone</li><li>• The power and importance of the Burgundians made Henry's success in France possible following the assassination of the John the Fearless, who had been neutral in his relationship with the English</li><li>• The alliance between the English and the Burgundians prevented a French-Burgundian alliance, which would have been a more formidable opponent to the English and near impossible to defeat</li><li>• Phillip the Good supported Isabella's faction in court, who wanted to negotiate with the English rather than fight them</li><li>• The Burgundian Alliance led to the Treaty of Troyes, which made Henry heir to the French throne and marked a significant transfer of power.</li></ul> <p>Arguments and evidence that challenge the proposition, or offer alternative explanations, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The success of the English at Agincourt was a psychological as well as a physical victory and marked a turning point in the success of the English in France</li><li>• Taxes were successfully raised, which enabled Henry to finance the conquest of Normandy and, in 1417, the capture of Rouen</li><li>• The charisma of Henry V was a key factor in the successful campaign in France by the English, he was able to keep his soldiers onside</li><li>• Burgundian power and influence did not extend across the whole of France. This alliance did not help Henry beyond the region and he was unable to control much of the Loire valley and south east France</li><li>• Domestic problems in France limited the ability of the French to resist conquest. These included the mental illness experienced by Charles VI and the deaths of dauphins</li></ul>





Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the causes of Cade's rebellion (1450) were mainly economic.</p> <p>Arguments and evidence that the causes of Cade's rebellion (1450) were mainly economic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Farmers and cloth workers, who made up a number of the rebels, had suffered a drop in income as a result of a drop in prices and declining sales abroad, resulting in hunger and poverty</li> <li>• Taxes were perceived to be unfairly administered as the people of Kent had to pay increased taxes at the same time that those of local lords decreased</li> <li>• The King had given away crown lands to Lords, e.g. to Saye in Kent, and to Suffolk in East Anglia, which meant that he experienced a loss in income. Taxes had been increased to counter this</li> <li>• The King was in such financial difficulties that he unfairly demanded goods, grain and lands of the Kentish gentry, causing much discontent</li> <li>• Saye, as the King's treasurer, was a focus of the rebels, as he was suspected of financial corruption and accused of misusing taxes</li> <li>• Councillors were accused of falsely accusing people of crimes, resulting in the payment of fines, which added to the economic concerns of the rebels.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The people of Kent feared being punished for the death of the Duke of Suffolk. Lord Saye and Thomas Crowmer were rumoured to be seeking revenge, and the rebellion was an attempt to pre-empt this</li> <li>• Councillors were accused of fixing elections and preventing nobles of royal blood from advising the King, e.g. the Duke of York. The rebels were demanding that the King's existing councillors be removed</li> <li>• Henry VI's own failings led to Cade's rebellion as Henry's poor judgement, inability to impose justice and ineffective kingship, created the climate within which the rebellion could take place</li> <li>• The loss of French lands, e.g. Normandy in 1450, shattered national pride and placed Kent under an enhanced threat of invasion, which is where the rebellion</li> </ul>

## Section C: indicative content

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether local rivalries weakened the monarchy in the years 1399-1509.</p> <p>Arguments and evidence that local rivalries weakened the monarchy in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Squabbles in Wales caused problems for Henry IV in the years to 1408, e.g. local disputes in Pembrokeshire</li><li>• Rivalry between the Nevilles and the Percys, in the north of England in the 1450s, broke out into open warfare at Stamford Bridge in 1454; this was politically significant given the importance of the protagonists</li><li>• Rivalry between the Bonvilles and the Courteneyes, in the south west of England in the mid 1450s, demonstrated the extent to which law and order had broken down and undermined royal authority</li><li>• The development of a feud between Dukes of Suffolk, the Dukes of Norfolk and the Pastons in East Anglia in the 1460s and 1470s reflected the weakness of the monarchy.</li></ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Edward IV used regional councils to ensure that his control was extended over the nobility in more remote regions; he was supported by Richard of Gloucester as a member of an early version of the Council of the North</li><li>• Statutes against retaining, passed in 1468 and 1504, largely prohibited retaining and limited the ability of the nobility to use their retinues, which limited the extent to which local rivalries could threaten the monarchy</li><li>• Richard III recognised the importance of the nobility and was able to utilise the great magnates in controlling the kingdom, e.g. the Duke of Norfolk and the Earl of Huntingdon</li><li>• Attainders, bonds and recognisances were used, particularly by Henry VII, to ensure that major landowners behaved loyally and to punish those who did not which</li></ul>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether monarchs successfully exploited the sources of royal income in the years 1399-1509.</p> <p>Arguments and evidence that monarchs successfully exploited the sources of royal income in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry V was able to raise huge sums for his invasion of France through taxation and loans, e.g. the City of London loaned 10,000 marks by June 1415</li> <li>• Edward IV restored Crown finances and the collection of taxation. He maximised income from Crown lands, customs duties and feudal dues and also received the grant of a French pension from 1475</li> <li>• Richard III continued the financial policies of Edward and raised further revenue from those attainted for treason</li> <li>• Henry VII established new means to collect feudal dues, and his use of bonds, recognisances and resumptions raised royal revenue, achieving an annual income in excess of £100,000 by the end of his reign.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry IV experienced a major drop in Royal income, despite setting high taxes, compared to that of Richard II from c£116,000 per annum to c£90,000 per annum so failed to exploit sources of royal income</li> <li>• Henry IV had to suspend all pension payments early in his reign</li> <li>• Henry VI left the crown virtually bankrupt. He was in debt up to c£370,000, with a fall in the collection of customs duties and the alienation of Royal lands, a clear failure in the exploitation of Royal income</li> <li>• The Wars of the Roses had a significant impact on the collection of Royal revenue and on Royal income.</li> </ul>