



## Mark Scheme (Results)

October 2020

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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<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 stereotypical judgements.</li> </ul>
<b>2</b>	<b>4-7</b>	<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 based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8-12</b>	<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. Judgements are based on valid criteria but with limited justification.</li> </ul>
<b>4</b>	<b>13-16</b>	<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 sources 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>

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources 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>

## 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.
<b>1</b>	<b>1-3</b>	<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>
<b>2</b>	<b>4-7</b>	<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 answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8-12</b>	<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 clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13-16</b>	<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>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>17-20</b>	<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 nature of Owain Glyndwr's revolt at its start and Henry IV's response to the revolt in the years 1400-01. The individuals referred to in the extract are 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>• The chronicle offers a first-hand description of Glyndwr's revolt</li> <li>• Judgements were highly subjective and were the views of the chronicler</li> <li>• Adam backed him in 1399 and was a supporter of Henry IV. However he was based in Wales at the time of the rebellion so may have had some insight into the reasons behind Glyndwr's rebellion</li> <li>• The intended audience was other members of the Church so the views were not for the public domain.</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>Nature of Owain Glyndwr's revolt at its start:</b></p> <ul style="list-style-type: none"> <li>• It states that Glyndwr's revolt was aggressive and that he seized English castles and destroyed land and goods</li> <li>• It states that Glyndwr had support from other nobles, including the Tudors who captured Conway Castle</li> <li>• It claims that Glyndwr's actions spread beyond northern Wales in late 1401 and the size of the rebellion grew</li> <li>• It suggests that by late 1401 Glyndwr was in a position of power, having killed many Englishmen and capturing the arms of the Prince of Wales.</li> </ul> <p><b>Henry IV's response to the revolt in the years 1400-01:</b></p> <ul style="list-style-type: none"> <li>• It claims that Henry was benevolent, pardoning those who returned their loyalty to him</li> <li>• It indicates that Henry wanted to make an example of those he punished, as shown by his manner of killing the nine men at Conway</li> <li>• It implies that Henry's response grew stronger as the rebellion continued and that, by Autumn 1401, children were killed or taken to England as servants</li> <li>• It indicates that Henry's army did not even respect the Church or monasteries, using the altar of Strata Florida as a stable, as an indication of their might and</li> </ul> </li> </ol>



supremacy over the region.

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:

- The Welsh Rebellion was the most challenging problem that Henry faced throughout his reign
- Glyndwr successfully challenged the English in battle and captured English castles located in strategically important positions
- Details of Hotspur's amnesty in 1401, which was issued to all rebels except Glyndwr and his cousins the ap Tudors
- The significance of Strata Florida Monastery, whose monks were considered sympathetic to Glyndwr.

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 Henry VI lost his throne in 1461 due to the role of Margaret of Anjou.</p> <p>Arguments and evidence that Henry VI lost his throne in 1461 due to the role of Margaret of Anjou should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Margaret's plan to become regent in 1454 alienated the nobility and sent the Nevilles to the Yorkists' side</li> <li>• Margaret's promotion of William de la Pole, who was made Duke of Suffolk in 1448, upset the Yorkists and she was associated with defeat in France and the loss of Normandy</li> <li>• Margaret's use of royal resources helped impoverish the crown, hindering Henry's ability to maintain control of the crown</li> <li>• Margaret alienated the Nevilles through her patronage, by appointing a member of her household, Lawrence Booth, as Bishop of Durham in 1457</li> <li>• Margaret's failure to take London following the Lancastrian victories at Wakefield and St Albans 1461 contributed to Henry's loss of the throne.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry VI was totally inadequate as a ruler and his mental stupor in 1453 renewed focus on the succession and the issue of government</li> <li>• Margaret was described as the 'champion of Lancastrian interests' – she was strong willed and decisive at key points. She played a vital role in suppressing Cade's rebellion in 1450 enabling Henry to maintain his hold on the throne for longer</li> <li>• Margaret oversaw the withdrawal of the government to Lancastrian strongholds in the Midlands in 1458</li> <li>• Margaret gained an ally in the Duke of Buckingham and her success at Ludford Bridge 1459 led to the exile of the Yorkists</li> <li>• Edward's charisma and his abilities as a soldier and tactician enabled him to defeat the Lancastrians at Mortimer's Cross and then Towton</li> <li>• The collapse of royal finances with the decline of customs duties and the cost of the war with France meant that the impoverishment of the crown was politically destabilising.</li> </ul> <p>Other relevant material must be credited.</p>

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 on the extent to which the rebellion of the Duke of Buckingham threatened Richard III's rule.</p> <p>Arguments and evidence that the rebellion of the Duke of Buckingham threatened Richard III's rule should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Buckingham was a major power in South Wales and the borders and that meant his rebellion was a major threat</li> <li>• The advocacy of Henry Tudor, a Lancastrian candidate, and the attitude of the southern gentry, who displayed little enthusiasm towards Richard, developed the rebellion into a greater threat</li> <li>• That one of the most well connected and powerful noblemen had chosen to rebel encouraged usurpers to challenge for the Crown</li> <li>• Richard was forced to rely on a small band of loyal Northerners to put down the rebellion and this alienated many in the South and many of the nobility.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Adverse weather meant that Buckingham was unable to join up with the other conspirators, significantly limiting the scale and threat of the rebellion</li> <li>• Henry Tudor failed to land on the south coast, which limited the scale of the rising</li> <li>• Buckingham's rebellion was crushed, Buckingham executed, and Henry Tudor was forced to return to exile in France</li> <li>• No English peer declared for the Tudors until Bosworth in 1485.</li> </ul> <p>Other relevant material must be credited.</p>

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 the suggestion that it was the support of major nobles in offices of state and church that allowed monarchs to govern effectively in the years 1399-1509.</p> <p>Arguments and evidence that it was the support of major nobles in offices of state and church that allowed monarchs to govern effectively in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The ability of the monarch to govern was enhanced by the maintenance of a positive relationship with nobles holding offices of church, e.g. Thomas Arundel and his role as Archbishop of Canterbury in the events of 1399 and subsequently to 1414</li> <li>• Henry Beaufort was an essential prop to the Crown as the Bishop of Winchester and as Cardinal from 1426</li> <li>• Throughout the period monarchs relied on the advice of major nobles on their councils, e.g. Richard III gave Lincoln and Huntingdon positions on his council</li> <li>• The outer regions were dominated by the greater nobility, who were needed to control these areas, e.g. the Percys and the Nevilles, who usually held the wardenships of the East and West Marches in the North.</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>• The personality and charisma of the monarch was as vital or even more vital, e.g. in the case of Henry V or Edward IV</li> <li>• This reliance could be counter-productive if a king relied too heavily on certain nobles as office holders, e.g. Henry VI was criticised for being over-reliant on the Dukes of Somerset and Suffolk in the 1440s</li> <li>• The military prowess of a monarch, or the fear of their military prowess, enabled monarchs to govern effectively, e.g. Henry V</li> <li>• The personalities and ambitions of individual nobles could challenge or threaten the governance of the monarchs, e.g. Richard Neville, Earl of Warwick, who also held the position of Captain of Calais</li> <li>• The use of Sheriffs and Justices of the Peace drawn from the gentry to control the localities was vital and, for Henry VII, they were the most important royal officials in each county as representatives of the Crown.</li> </ul> <p>Other relevant material must be credited.</p>

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 the suggestion that the monarchy continually suffered major financial problems in the years 1399-1509.</p> <p>Arguments and evidence that the monarchy continually suffered major financial problems in the years 1399-1509 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 compared to that of Richard II from c£116,000 per annum to c£90,000 per annum and had to suspend all pension payments early in his reign</li> <li>• Henry VI left the crown virtually bankrupt and was in debt up to c£370,000, with a fall in the collection of customs duties and the alienation of Royal lands</li> <li>• Edward IV experienced a high level of national debt in his first reign</li> <li>• The impact of the Wars of the Roses on collecting Royal revenue and on Royal income</li> <li>• Richard III and Henry VII both experienced financial challenges, facing expensive rebellions and they had to pay off mercenaries.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry V raised huge sums for his invasion of France</li> <li>• The restoration of Crown finances and collection of taxation under Edward IV following the civil war of the 1450s, maximised income from Crown lands, customs duties and feudal dues and Edward's grant of a French pension from 1475</li> <li>• Richard III continued the financial policies of Edward and raised revenue from those attainted for treason</li> <li>• Henry VII's use of new means to collect feudal dues, and his use of bonds and recognisances raised royal revenue and achieved an annual income in excess of £100,000 by the end of his reign.</li> </ul> <p>Other relevant material must be credited.</p>

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