



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
History (9HI0/30) Advanced

Paper 3: Themes in breadth with
aspects in depth

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2019

Publications Code 9HI0_30_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4-7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8-12	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13-16	<ul style="list-style-type: none"> • 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. • 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. • 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.
5	17-20	<ul style="list-style-type: none"> • 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. • 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. • 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.

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4-7	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8-12	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13-16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	17-20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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 the Treaty of Troyes and the outcome of the negotiations. The Treaty is referred to in the source and named in the specification, and candidates can therefore be expected to know about the treaty, and the parties involved, and be aware of the context.</p> <ol style="list-style-type: none">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">• The source was written by a monk in England and would therefore provide an English perspective on the events that occurred• Walsingham did not witness the events he described and probably relied on second-hand reports• His judgements may be highly subjective• The audience of the account would have been limited.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>Reasons for the Treaty of Troyes:</p><ul style="list-style-type: none">• The source suggests that the murder of the Duke of Burgundy, despite the oath, was a significant reason behind the negotiations• It indicates that the Duke of Burgundy's son and heir wanted to support the English versus the French• It implies that Henry's strong position following victories and his own amenability towards discussions enabled the treaty to be negotiated• It suggests that Warwick taking fortresses by force meant that Charles was forced to negotiate with the English because he was in a weakened military position.<p>Outcome of the negotiations:</p><ul style="list-style-type: none">• The source suggests that Henry's marriage to Catherine was the most important outcome of the treaty• It indicates that the King of France was allowed to continue in his position and receive revenue• It indicates that the terms were only agreed to if Charles upheld his end of the bargain, to name Henry and his heirs as heirs to the French throne• It indicates that Henry would rule as regent with a council if Charles was incapacitated.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">• Henry V renewed his campaign in France in 1417, landing in Normandy and captured Rouen• The mental illness and instability of the French king Charles VI meant that the court was divided• The Armagnac faction had fought Henry at Agincourt and in Normandy whilst the Burgundian faction had been neutral• The Treaty of Troyes was the high point of Henry's control over France.

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 Richard II was solely responsible for the loss of his throne in 1399.</p> <p>Arguments and evidence that Richard II was solely responsible for the loss of his throne in 1399 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Richard's poor management of the nobility fuelled discontent and resentment and he lost their support• Richard had exiled Henry Bolingbroke and then later denied him his inheritance of the Duchy of Lancaster, prompting his opposition• Richard's autocratic rule had alienated clerics in the Church and they abandoned their support of him, which left him isolated by 1399• Richard left the main part of his kingdom unattended by travelling to Ireland, providing the space for Bolingbroke to bid for power, which came to fruition in 1399• Richard fined 17 counties as the price for 'regaining royal favour', ensuring that dissatisfaction with the King spread throughout the country. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Richard's crown was taken by military action; he was usurped rather than voluntarily abdicating - Bolingbroke was highly influential and well-connected and had a reputation as a crusading warrior• The terms which Richard agreed with Bolingbroke in summer 1399 were that he would be free to continue his rule - that Bolingbroke ignored these terms was not Richard's culpability• Henry IV broke his initial promise that he was not coming to seize the throne, imprisoning Richard in Pontefract Castle• Richard II had left his uncle, Edmund Duke of York, to govern England when he was in Ireland, and Edmund submitted to Henry very swiftly, which Richard could not have expected. <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 Lambert Simnel was the most significant threat to Henry VII's hold on the throne.</p> <p>Arguments and evidence that Lambert Simnel was the most significant threat to Henry VII's hold on the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The threat of Simnel occurred during the early years of Henry VII's reign when his hold on the throne was least secure • Simnel's uprising was supported by John de la Pole and Margaret of Burgundy; Simnel was crowned and proclaimed King in Ireland • It took a large military effort, with the death of 3000 royal troops, to defeat Simnel at the Battle of Stoke • Henry attainted 28 nobles following the Battle of Stoke in 1487, which demonstrates the scale of the threat. <p>Arguments and evidence that the Lambert Simnel was not the most significant threat to Henry VII's hold on the throne should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • As Henry assumed the throne through battle rather than succession he faced potential rival claimants with better claims to the throne, e.g. John de la Pole • The Yorkshire and Cornish Rebellions over taxation were a threat and demonstrated the King's control of his kingdom was not secure • Henry also had to deal with Perkin Warbeck who drew noble and foreign support and had a significant impact on the security of Henry VII • The Earl of Warwick was a potential threat to Henry's hold on the throne as he had a claim through the male line. <p>Other relevant material must be credited.</p>

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 as to whether the power of the crown, in the years 1399-1509, was most significantly changed by the losses in France in 1453.</p> <p>Arguments and evidence that the power of the crown, in the years 1399-1509, was most significantly changed by the losses in France in 1453 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The losses in 1453 marked the end of the Hundred Years War with France as the victor, significantly damaging the status and power of the English crown• The loss of Normandy in 1450 and Gascony in 1451 resulted in the loss of income for a number of noble families, whose support for the crown was weakened, e.g. York• Crushing English defeats at Formigny in 1450 and Castillon in 1453 were a military humiliation that altered perceptions about the power of the crown• England lost its right to rule French territories, which damaged trade that had been a source of profit to the crown and increased the threat from French ports. <p>Arguments and evidence that challenge the proposition that the power of the crown, in the years 1399-1509, was most significantly changed by the losses in France in 1450-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Relations with Parliament changed the power of the crown, e.g. the long parliament (1406)• Henry's (Henry IV's son) successful campaigns against Glyndwr after 1406 pacified relations with Wales and the Welsh no longer posed a threat to England after 1410, strengthening the power of the crown• Increased customs duties by Edward IV and Henry VII, and which were granted to Henry V for life in 1415, changed the power of the crown• The decline in Royal revenue from £120,000 in the reign of Henry IV to £45,000 in Henry VI's reign limited the power of the crown• The Treaty of Picquigny (1475), which maintained peace with France until 1492, granted Edward IV an annual pension and allowed him to build up land holdings, all of which increased the power of the crown• The Spanish marriage in 1499 helped to ensure that the remainder of Henry VII's reign was relatively peaceful, allowing Henry to strengthen the English crown domestically. <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 nobility enabled the crown to control the kingdom throughout the years 1399-1509.</p> <p>Arguments and evidence that the nobility enabled the crown to control the kingdom should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Henry V's absence in France, with his control of the kingdom remaining secure, was only possible due to the support of the nobility once the Southampton Plot had been put down • A ruling council of nobles including the Duke of Bedford and the Duke of Gloucester maintained the throne for Henry VI until he came of age • Edward IV used Hastings in the Midlands and Gloucester in the North to effectively control the shires • Richard III recognised the importance of the nobility in controlling the kingdom, e.g. the Duke of Norfolk and Earl of Huntingdon • Henry VII continued to use nobles to manage some areas of the kingdom, e.g. Shrewsbury in the West Midlands and Stanley in the North West, and made use of Jasper Tudor in this role to 1495. <p>Arguments and evidence challenging the position that the nobility enabled the crown to control the kingdom throughout should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Disorder caused by the nobility hindered the ability of the crown to control the kingdom, e.g. the Southampton Plot in 1415 • Edward IV was threatened by the extensive Neville power of Warwick 'the Kingmaker' in 1469-70 • The nobility caused disorder in various regions at various times, e.g. the Courtenays versus the Bonvilles in the south west • The use of royal progresses by Edward IV, Richard III and Henry VII demonstrated their need to exert control and be a visible presence across the kingdom, they could not rely on the nobility to control the kingdom alone • Henry VII increasingly used institutions to maintain control rather than nobility, e.g. the Council of the North and the Council of the Marches. <p>Other relevant material must be credited.</p>