



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE  
In History (9HI0/30)  
Advanced

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.
<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 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>

## 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 answer is lacking in coherence, clarity and precision.</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 clear, but parts of it lack logic, coherence and precision.</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 failings of Richard II and the reasons for Henry IV's successful usurpation of the crown. The persons within the source 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>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>This is a formal document, which professes to accurately record what was said in parliament</li> <li>As this was the first parliament of Henry IV's reign, these accusations were designed to enhance support for his reign and to justify his actions</li> <li>The accusations would have been shaped by Henry and his advisors and reflected the political agenda of the new regime.</li> </ul> </li> <li>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 failings of Richard II:</b></p> <ul style="list-style-type: none"> <li>The source claims that the taxes Richard imposed were unnecessary and not for the common good ('his own glory.')</li> <li>It criticises Richard for his abuse of the law, suggesting that he is ignoring the traditional laws of the realm ('he alone... could alter') and acted unjustly towards members of his realm</li> <li>It indicates that, despite his wealth, Richard has failed to pay back loans ('great sums of money are owed by him.')</li> <li>The source claims Richard could not be trusted and had brought terror and uncertainty to his realm.</li> </ul> <p><b>The reasons for Henry IV's successful usurpation of the crown:</b></p> <ul style="list-style-type: none"> <li>The source claims that Henry has a legitimate claim to the throne going back to Henry III ('descended by right line of blood')</li> <li>The source suggests that Henry was able to claim the throne thanks to the strong military support he had ('help of my kin')</li> <li>It claims that Henry's usurpation of the crown was justified given the state that the realm had fallen into ('point of ruin')</li> <li>The source justifies Henry's actions by claiming that Richard's incompetence had left the crown vacant and that it was Henry's god-given duty to claim the crown.</li> </ul> </li> <li>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>The 'tyranny' of Richard II and his use of a private retinue</li> <li>The exile of Bolingbroke, the death of John of Gaunt and the invasion of England by Bolingbroke in 1399</li> <li>The circumstances surrounding Bolingbroke's seizure of power, including the absence of Richard II in Ireland and the support, albeit passive, of the duke of York for the usurper</li> <li>Henry's stated claim to the throne through both his mother and his father.</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 the success of the Yorkists, in the years 1460-61, was the consequence of Lancastrian mistakes.</p> <p>Arguments and evidence that the success of the Yorkists, in the years 1460-61, was the consequence of Lancastrian mistakes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Lancastrians had control of the government of England, as well as the widely-accepted king, so they held the means to defeat the Yorkists if this power had been used appropriately</li> <li>• The actions of Queen Margaret and her party at court alienated much of London and had provoked the situation, which had led the Yorkists to taking up arms</li> <li>• Despite the Lancastrian forces outnumbering their opponents at key encounters, their failure to control their forces led both to military defeats, e.g. at Towton, and the resentment of the civilian population</li> <li>• Following the Second Battle of St Albans (1461), the Lancastrians failed to consolidate their victory by marching on London</li> <li>• Important and influential sections of the population, especially in the south of England, were alienated by the economic recession and failures of Lancastrian commercial policy.</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 Lancastrians did not solely make mistakes, they had key military successes and the Yorkists themselves experienced failures, most notably the deaths of Richard of York and Salisbury at Wakefield</li> <li>• The Earl of Warwick enabled the Yorkists to achieve success; he was a highly skilled and popular propagandist and he put this to work on several occasions to generate support for the Yorkist lords</li> <li>• Edward's ability as a military commander was a decisive factor in the success of the Yorkists</li> <li>• The Yorkists successfully orchestrated a campaign to portray the maladministration of the land as the responsibility of 'corrupt' councillors, such as Shrewsbury, and posed as the defenders of good government</li> <li>• Although the Yorkist lords were small in number, they were powerful and highly competent. They had wide and loyal affinities spread across England; these could be relied upon to support them</li> <li>• Luck played a key part in the success of the Yorkists. At Towton, the change in the direction of the wind from blowing against the Yorkists to against the Lancastrians affected the fall of arrows and enabled a Yorkist victory</li> <li>• The Yorkists acted decisively to achieve key objectives such as securing the capital, gaining possession of the King, challenging the dynastic authority of the Lancastrians and engaging their enemies in battle.</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 about whether divisions among the Yorkists allowed Richard III to seize the throne in 1483.</p> <p>Arguments and evidence that divisions among the Yorkists allowed Richard III to seize the throne in 1483 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There were divisions within the Yorkist family as the result of the excessive favour shown to Queen Elizabeth and the Woodville family, in particular their control over Edward IV's sons, that alienated Richard</li> <li>• Richard was concerned that in a royal minority, although he should be regent, this role might be taken by the Woodvilles; the existence of rivals made possible and necessary Richard's seizure of the throne</li> <li>• The actions of the Queen in moving to have the coronation of Edward V as soon as possible, and the veto over the proposition that Richard be protector, further alienated Richard</li> <li>• The antipathy between Hastings and members of the Woodville family (including the Marquis of Dorset and Earl Rivers) destabilised the Yorkists and Richard was able to exploit these divisions</li> <li>• A rival power base was established when the Queen took sanctuary in Westminster Abbey, with Richard, Duke of York, that Richard took advantage of, exploiting the divisions among the Yorkists</li> <li>• Richard requested military support and troops from the cities of York and Hull, on the basis that there was a plot organised by the Queen, which further allowed him to move on the throne.</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>• Richard's power had been increased, thanks to Edward IV, and he had estates and power to an unprecedented level. He was called the 'Lord of the North', this made a challenge to the throne practically possible</li> <li>• Richard allied with some powerful Yorkists, and the support of Buckingham and the Howards for Richard's claim to the throne added credibility to his claim</li> <li>• The delay in the coronation allowed Richard to move Edward V to the Tower of London; his control over the Prince was then complete</li> <li>• The execution of perceived opponents allowed Richard to seize the throne, e.g. that of Lord Hastings in June without a trial</li> <li>• Both the preaching of the illegitimacy of the Princes, and their disappearance, further strengthened Richard's hand</li> <li>• In June the presentation of a petition to Richard by members of the nobility at Guildhall, requesting that he took the crown, effectively gave Richard permission to take the throne.</li> </ul> <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 on the extent to which the crushing of the conspiracy against Henry V (1415) most significantly weakened the ability of the nobility to challenge royal authority in the years 1399-1509.</p> <p>Arguments and evidence that the crushing of the conspiracy against Henry V (1415) most significantly weakened the ability of the nobility to challenge royal authority in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The discovery of the conspiracy against Henry V in 1415 was a significant blow to the attempts of the nobility to challenge royal authority and effectively limited challenges of this nature for the next thirty years</li><li>• The aim of the plotters was to cause such internal strife that Henry V would not be able to leave the country; the discovery of this plot allowed Henry to pursue his foreign policy aims unhindered</li><li>• The execution as traitors of the plotters was intended to deter any further rebellions by the nobility during Henry's reign and, in this, Henry's measures were effective</li><li>• Henry's act of mercy towards the Earl of March ensured that the Earl was loyal to Henry for the remainder of his reign and adopting a range of approaches reinforced royal authority.</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 defeat of the Earl of Northumberland at Bramham Moor in 1408 ensured that Henry's authority in the North of England was asserted</li><li>• The use of regional councils by Edward IV meant that control of the kingdom was extended over the nobility in outlying regions, and was supported by Richard of Gloucester as a key member of 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 to challenge royal authority</li><li>• Attainders, bonds and recognisances were used to ensure that major landowners behaved loyally and to punish those who did not, which reduced the capacity of the nobility to challenge royal authority</li><li>• That Henry VII made less use of the nobility to govern the regions, instead relying on his family, e.g. Jasper Tudor in Wales from 1488, reduced the ability of the nobility to challenge royal authority</li><li>• The execution of Warwick in 1499 removed the leading Yorkist claimant to the throne, strengthening the new Tudor monarchy.</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 the extent to which it was diplomacy that was most responsible for increases in the power of the crown in the years 1399-1509.</p> <p>Arguments and evidence that diplomacy was most responsible for increases in the power of the crown in the years 1399-1509 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• John, Duke of Bedford, successfully used diplomacy to maintain relations with Burgundy in the 1420s</li> <li>• 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</li> <li>• The Treaty of Étaples in 1492 resulted in the continuation of the lucrative pension from the French and secured a non-intervention pact</li> <li>• 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</li> <li>• The Treaty of the Perpetual Peace (1502) between England and Scotland brought a lull to 200 years of intermittent fighting and allowed Henry VII to focus on domestic policy for the remainder of his reign.</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>• Henry (Henry IV's son) carried out successful campaigns against Glyndwr after 1406, which pacified Wales and meant that the Welsh no longer posed a threat to England after 1410, strengthening the power of the crown</li> <li>• The Treaty of Tours (1444) weakened the crown by contracting an unpopular marriage for Henry VI and agreeing to cede areas of France to the French, e.g. Maine</li> <li>• Edward IV dealt with the issue of illegal retaining with a statute passed in 1468, which largely prohibited retaining and increased the power of the crown relative to the nobility</li> <li>• 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</li> <li>• Henry VII's use of new means to collect feudal dues, and his use of bonds and recognisances increased the power of the crown, and achieved an annual income in excess of £100,000 by the end of his reign</li> <li>• Henry VII made use of institutions that increased the power of the crown over the regions, e.g. Council of the North and Council of the Marches.</li> </ul> <p>Other relevant material must be credited</p>

