



Mark Scheme

Summer 2025

Pearson Edexcel
In GCE 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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	• 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	• 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	• 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	• 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.

Level	Mark	Descriptor
5	17–20	• 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	- 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	- 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	- 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	- 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	- 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	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. Candidates must analyse the source to consider its value for an enquiry into the character of Richard III and the manner in which he acquired the throne. Richard III and the events 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. 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: • It was written in 1483, immediately following Richard's seizure of the throne • The judgements made were highly subjective and the views of the author who appears to have been relying on hearsay as he was not present at court • The account was written for a private audience to inform a foreign power as to events taking place in England. 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: The character of Richard III: • The source suggests that Richard could be vengeful and would seek to right perceived past wrongs ('they, who bore the blame....would suffer death...if Richard gained the crown') • It suggests that Richard was capable of manipulating the Council to hide his true intentions ('wrote to the Council....rescued him and the realm from chaos') • It implies that Richard could act at speed, and potentially with impetuosity ('rushed into crime.') • It implies that Richard was calculating and devious ('false accusation', 'Richard then secretly sent Buckingham'). The manner in which he acquired the throne: • The source suggests that there were serious divisions at court, ('Two resolutions were debated') and that Richard took action due to the failure of his faction ('the losing resolution') • It indicates that Richard benefitted from the support of Hastings who, as Chamberlain, was operating at the highest political level in support of Richard ('his long-standing friend', 'advised Richard') • It indicates that Richard took the princes into his keeping as they were the rightful heirs to the throne, but that this alone was not enough to obtain the throne ('his future was not sufficiently secure') • It claims that Richard's claim to hold power shifted from securing the kingdom on behalf of his nephew ('provide for the king and kingdom.') to one based on the illegitimacy of Edward V ('for he was a bastard.'). 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 circumstances surrounding the death of George, Duke of Clarence in 1478, following his trial for treason against his brother, Edward IV • Tensions between the Woodvilles and the wider royal family and the factionalism that resulted from the marriage of Elizabeth Woodville to Edward IV • The events following the death of Edward IV in 1483, including the naming of his brother, Richard, as protector • Speculation about the legitimacy and the fate of the Prince's in the Tower following their disappearance.

Section B: Indicative content

Question	Indicative content
2	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 Candidates are expected to reach a judgement on the suggestion that Henry IV easily maintained his hold on the throne. Arguments and evidence that Henry IV easily maintained his hold on the throne should be analysed and evaluated. Relevant points may include: • Henry successfully negotiated a truce with Scotland in 1401. This enabled Henry to establish his position on the throne without any immediate incursions from north of the border • Henry was crucially able to defeat Hotspur in 1403, which strengthened his hold on the throne • Henry was able to put down all the rebellions he faced and to maintain his control on the throne, e.g. execution of the Archbishop of York following the rebellion in the North (1405) • Challenges to Henry's hold on the throne were limited in their geography, i.e. the North and Wales, suggesting that Henry's authority was accepted throughout much of the country. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Henry faced challenges to his hold on the throne from relatives of Richard II, e.g. John and Thomas Holland who conspired against him in 1400 • There was a financial cost of the hostilities in Aquitaine to Henry, which included the cost of defence, and the impact of widespread piracy on trade. This challenged Henry's ability to hold on to his throne • Henry faced accusations from Parliament over his fiscal mismanagement, challenging his hold on the throne • Henry's defeat of Hotspur was a hard-won victory • Henry faced challenges from Owain Glyndwr that lasted for most of his reign. By 1405, Glyndwr controlled much of Wales, limiting Henry's hold on the throne • The material and diplomatic assistance received from outside the realm, e.g. the French sending 2500 troops in 1405 to the Welsh, increased the scale of their challenge to Henry IV's hold on the throne. Other relevant material must be credited.

Question	Indicative content
3	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 Candidates are expected to reach a judgement on the statement that the Yorkshire and Cornish Rebellions posed a limited threat to Henry VII's rule. Arguments and evidence that the Yorkshire and Cornish Rebellions posed a limited threat to Henry VII's rule should be analysed and evaluated. Relevant points may include: • The Yorkshire Rebellion (1489) was soon over and quickly put down by the Earl of Surrey • The demands made by both the Yorkshire and Cornish rebels related mainly to taxation; the rebels remained loyal to the monarch in their demands and there was no real threat to Henry's hold on the throne • There was no influential leadership that could have increased the potential of the resistance to taxation and Henry's hold on the throne, e.g. Sir John Egremont in Yorkshire posed no real threat to Henry's rule • The Yorkshire Rebellion took place far from London and there was no attempt to march south • The extensive Royal lands held by Henry gave him the resources to put down rebellions with ease. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Henry granted some tax relief following the Yorkshire Rebellion, which impacted upon Henry's foreign policy ambitions • The Earl of Northumberland was assassinated by the Yorkshire rebels, showing that the rebellion had the potential to be a significant threat to the stability of Henry's hold on the throne • The Cornish Rebellion (1497) involved MPs and members of the nobility. The rebel force marched as far as Blackheath, proving a threat to Henry's hold on the throne • Perkin Warbeck chose Cornwall as an area in which to land in order to challenge Henry's hold on the throne, as a result of the resistance to taxation in the county • The Yorkshire Rebellion required a royal force to be dispatched and the Cornish rebellion also required a significant force to be mustered, showing the challenge that resistance to taxation posed to Henry's rule. Other relevant material must be credited.

Section C: Indicative content

Question	Indicative content
4	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 Candidates are expected to reach a judgement on the suggestion that the nobility challenged the efforts of the crown to control the kingdom effectively throughout the years 1406-1509. Arguments and evidence that the nobility challenged the efforts of the crown to control the kingdom effectively throughout the years 1406-1509 should be analysed and evaluated. Relevant points may include: • The ambitions of the nobility challenged and threatened the crown and the efforts of monarchs to control the kingdom. Noble powerbases hindered the efforts of Henry IV • Plots backed by the nobility hindered the efforts of the crown to control the kingdom, e.g. the Southampton Plot in 1415 required the king to delay his journey to France • Power struggles between major landowners in various regions hindered the efforts of the crown to govern, e.g. the Courtenays versus the Bonvilles in the south west in the 1450s meant law and order in the region broke down • Individual nobles could become powerful enough to rival the efforts of the crown in controlling the kingdom, e.g. Warwick 'the Kingmaker' in 1469-70 • Henry VII relied on institutions rather than the nobility in both central and local government in order to effectively control the kingdom, e.g. the Council of the North and the Council of the Marches. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • The nobility was vital in ensuring the maintenance of peace and security throughout the kingdom on behalf of the crown, e.g. the Percys and the Nevilles in the North of England • The nobility was vital in allowing the effective governance of the kingdom when the king was absent abroad or a minor, e.g. when Henry V was in France, and the ruling Council for Henry VI until he came of age • Edward IV used the nobility to both control the shires and collect taxes, e.g. Hastings in the Midlands and Gloucester in the North in the 1460s • Monarchs made use of attainders, bonds and recognisances to ensure that the major landowners could not hinder the efforts of the crown to control the kingdom • Henry VII made use of the nobility, to control his kingdom effectively, e.g. Jasper Tudor in Wales from 1488. Other relevant material must be credited.

Question	Indicative content
5	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 Candidates are expected to reach a judgement on the suggestion that the role of retaining as a prop to royal power, remained unchanged in the years 1399-1509. Arguments and evidence that the role of retaining, as a prop to royal power, remained unchanged in the years 1399-1509 should be analysed and evaluated. Relevant points may include: • Retaining was a significant feature of royal security and stability, with Henry IV rewarding his servants for their loyalty in his role as Duke of Lancaster • Retaining played a significant role in the growth and strength of rival factions during the War of the Roses, for example acting as a prop to royal power under Henry VI in the 1450s • Edward IV's statute against illegal retaining (1468) included the phrase 'lawful service', which enabled nobles to continue to carry out retaining during his reign, with many new indentures of retainer recorded • Although Henry VII passed laws against retaining, he still made use of nobles' armies, e.g. noble retainers at Newark in 1487 • Retinues continued to form a major part of royal armies fighting abroad and were sent to France in 1475 and 1492 • Loyal counsellors, rather than established nobility, were allowed to maintain retinues to support Henry VII's control of the realm, e.g. Sir Thomas Lovell, suggesting that the role of retaining as a prop to royal power was unchanged. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • In 1411, Henry IV sought to control the issue of liveries with clerics only permitted to issue liveries to their own servants • The success of nobles' retinues at Agincourt in 1415 and on the French campaign was not replicated later in the period, and marked the high point of the importance of retaining • Edward IV dealt with the issue of illegal retaining, which largely prohibited retaining except for domestic servants, legal advisors and estate officers • Henry VII asserted his control over retaining, passing a law against retaining in 1487 that limited the size of retinues, and restricted the capacity of retinues to act as a prop to royal power • Henry VII issued another law against retaining in 1504, which introduced a system of licences and issued fines against those nobles who continued to have large retinues, e.g. the Earl of Oxford and the Duke of Buckingham. Other relevant material must be credited.