

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option A	A6 The Wars of the Roses in England, 1455–85	Essay Question 1
---	---	-----------------------------

Examiner's Specific Advice

Unit 1 tests your ability to write analytical, structured and well-supported essays. You will need to be able to identify what the question is asking you to do, to plan and write a response that shows both balance and range, and to organise your factual evidence to answer the question.

Unit 1 questions can take several different forms. For example, they can ask about causes or consequences, the significance of a particular individual or event, or change and continuity in a specific period.

First of all, it is very important that you identify what the question is asking you to do: Is it asking about the causes or consequences of an event? Is it asking you to compare the relative importance or significance of different factors? Is it asking you about the amount of change or continuity in a given period?

Once you have found the focus of the question, make sure that you stick to it. Try to include links to the question in your planning and essay.

When planning and writing, you should avoid narrative or 'telling the story'. However detailed this narrative is, it will not help you to answer the question. Structures based on different themes often work very well. Make sure that you are considering a range of points and that you use relevant and accurate supporting detail to back them up – try to avoid asserting a point without evidence.

Finally, remember that you need to answer the exact question in your conclusion. Depending on the question, this may involve deciding which, of a range of causal factors, was the most important or which consequence was the most significant.

Exemplar Question

How important was the role of Richard Duke of York in the outbreak and continuation of the Wars of the Roses, 1455–60?

[30 marks]

Planning Your Response

This question is asking you to assess the relative importance of the role of Richard Duke of York in starting and continuing the Wars of the Roses. In order to answer this question effectively, and to give balance and range to your answer, you will need to assess York's role and other contributing factors. Your answer should include

evidence drawn from the period leading up to the outbreak of the conflict right through to 1460. To reach a conclusion, you will also need to compare York's role with a range of other factors which could include the weakness of Henry VI as king, the role of other individuals such as Margaret of Anjou, or the existence of rival power bases.

One possible way to structure an answer to this question would be:

- Introduction: briefly list the factors you are going to discuss (including York's role) and hint at your argument
- York's role in the outbreak of the war
- York's role in the continuation of the fighting
- The weaknesses of Henry VI
- Rival power bases and the inconclusive nature of the fighting
- Conclusion with an answer to the question

Examiner's Exemplar Answer 1

Richard Duke of York was born in 1411 and was killed at the Battle of Wakefield in 1460. He was a very powerful member of the nobility and caused many problems for the king and the country (1).

Richard Duke of York was a very powerful noble and had a claim to the throne. In the 1430s and 1440s he was quite successful fighting in France and he was the Lieutenant of France for some of this period. He was then made Lieutenant of Ireland. This made him angry and ready to rebel. York caused war to break out because he was angry at Henry VI's decisions. He went to war against Henry in 1455 and won the Battle of St Albans. This shows that York was very important in starting the wars (2).

York tried to be first Protector then King. He was Protector first in 1454–5 and then again later on. He fought against the Lancastrians at Ludford Bridge, but was defeated and went into exile in Ireland. Sometime later, he decided to return. He arrived in Parliament and placed his hand on the empty throne, showing that he wanted to be king. This upset the Lancastrians even more and they continued to fight York. In 1460, York made the mistake of rushing out of his castle at Wakefield and was killed by the Lancastrian army. This ended York's role in the conflict but the wars continued (3).

Henry VI also helped cause the Wars of the Roses. He was a very poor King. He disliked fighting and

(1) The introduction shows some knowledge of York's role, but does not identify the demands of the question or that the answer needs balance.

(2) The paragraph does try to focus on the question at the end of the paragraph, but starts off as narrative that is not made relevant to the question. It is true that York was angry with Henry VI, but the reasons for this need more detailed support and explanation.

(3) This paragraph is mostly narrative and is vague in places in terms of dates. It could be made more relevant by the inclusion of references to the precise question.

wanted to end the wars in France which made him unpopular. He had a mental breakdown and was unable to rule which meant other people like York and Margaret of Anjou argued about who should rule for him. Henry also could not control his nobility. He could easily be manipulated by those around him and gave away too much land and money which made him poor. He also preferred not to resolve disputes amongst the nobles. All of this made him unsuitable as a king and caused war (4).

Margaret of Anjou manipulated her husband Henry and was determined that her son Edward should be the next king. She also fought York for the Protectorate and banished him and his supporters (5).

In conclusion, York was definitely very important in causing the Wars of the Roses as he was a very powerful member of the nobility with a grudge. Henry VI and Margaret of Anjou were also important because he was weak as king and she was too ambitious (6).

Examiner's Assessment

This response would achieve a Level 3 mark. The candidate has understood some of the demands of the question and has attempted to look at the reasons for the outbreak of civil war. However, the answer lacks balance in that it does not really consider why the wars continued. Although the information is generally accurate, it is not always focused on the question and is not sufficiently detailed for Level 4.

Examiner's Exemplar Answer 2

When explaining the outbreak and continuation of the Wars of the Roses, 1455–60, York's role is undoubtedly very important (7). Without his actions in the early 1450s, tensions between rival factions may not have arisen. Similarly, his ambition and determination not to compromise led to the continuation of the dispute until his death in 1460. However, the conflict did not end with York's death. This suggests that other factors may have played an equally important part in

(4) This paragraph is better in that it is more focused on the part of the question that deals with causes. However, it needs more precise supporting detail rather than generalised assertion.

(5) All of this is true, but is not made relevant to the question.

(6) The candidate attempts a conclusion, but does not reach a judgement on the actual question. The focus is more on the causes of the war rather than the continuation to 1460.

(7) Here, the student is using the key words in the question to show that they understand what it is asking them to do.

causing and continuing the civil war. These include the failures of Henry VI as king in controlling his kingdom, and, once the fighting broke out, the existence of rival power bases and the nature of the fighting where neither side was able to force a victory (8).

Richard Duke of York played a crucial role in causing the Wars of the Roses. He was the most powerful noble in the country, owning vast landed estates and, before October 1453, he was also the next in line to the throne. Because of his position, York assumed that he would play a leading role in advising the king and helping to govern the country; he would also have expected to receive patronage from the king – gifts of land and office – and to have a place at the King’s Court and on his Council. However, Henry VI, advised by his wife Margaret of Anjou, surrounded himself with a circle of favourites from which York was excluded. These favourites, such as Somerset, received important grants, such as the influential role of Captain of Calais in 1451. As early as 1452, York’s anger at this situation led to him marching on London with an armed retinue, showing that he was prepared to use violence to secure his place at Court. Also, in 1455, it was York who raised an army which led to the first battle at St Albans and the start of the Wars of the Roses. This shows that York’s role in actually starting the conflict was crucial (9).

York also played a leading part in the conflict to 1460. He remained suspicious of the motives of Margaret of Anjou; for example, he refused to appear at a Great Council held in Coventry in 1459, instead recruiting troops and facing the king in battle at Ludford Bridge. Also, York’s decision to claim the throne itself in the autumn of 1460 shocked the more neutral members of the nobility and forced them to take sides so the conflict was escalated even further. York’s actions were certainly a catalyst for the conflict and encouraged the fighting to continue to 1460 (10). However, the fighting did not stop with York’s death in 1460. This suggests that it was not only York who caused the civil wars or their continuation (11).

Another factor which led to the continuation of the Wars of the Roses was the existence of rival power bases. For example, the Lancastrians were based in the royal estates around Coventry and the Midlands, which is why the Parliament of

(8) Balance and range are introduced with a list of other factors.

(9) This paragraph is focused on York’s role in starting the fighting in 1455. It uses precise and well-selected information to support the argument. It also has clear links to the question at the start and end of the paragraph.

(10) This paragraph examines York’s role in continuing the conflict to 1460. Again, it is supported with relevant and precise factual detail, though the statement about the neutral members of the nobility is vague.

(11) The last two sentences hint at a balanced argument and pave the way for other factors to be discussed.

Devils was held there in 1459 since it was easier for Margaret of Anjou to control Parliament away from London and so condemn the Yorkists in their absence, causing further tension. In the same way, York was able to flee to Ireland in 1459 and Warwick was able to use his Captaincy at Calais to protect himself and raise troops. This situation meant that neither side was able to gain the upper hand in the conflict as both were able to withdraw, regroup and recruit armies when they needed to. This contributed to the continuation of the civil war (12).

Although other factors explain why the wars broke out and continued, the most important factor was the weakness of Henry VI as king which allowed York to become too powerful and caused him to rebel. Medieval kings were expected to keep law and order at home and to protect the country from invasion. Henry VI was a peace-loving king who disliked war. He was easy to manipulate – in the period 1455–60, whoever controlled the king could control the country. Worse still, in 1453 he suffered a nervous breakdown which left him unable to rule the country and led to conflict about who should be Protector. Henry’s rule helped to bring about civil war. He was blamed by York and other members of the nobility for the humiliating English losses in France – by 1453, only Calais was still in English possession. In addition, Henry’s lack of financial management had left him in massive debt. By 1450, the Crown was £372,000 in arrears. This particularly affected nobles such as York who had lost lands and income in France and were owed money for their services in France which were not paid – York was owed nearly £40,000. Finally, Henry mismanaged his kingdom by allowing local disputes to get out of control, for example the Nevilles and Percys in the North and the Bonvilles and Courtenays in the South-West. Without a strong king, these disputes escalated and led to side taking, with the Nevilles and Courtenays looking to York for support against their enemies. If there had been a stronger or more decisive king on the throne, members of the nobility such as York or the Nevilles would have been kept under control. It was the weakness of Henry VI and his failures as king that led to York’s alienation and allowed war to break out and to continue (13).

In conclusion, York’s ambition and position in England were certainly important in the outbreak

(12) This paragraph deals with a different factor. It is less well-supported than the earlier paragraphs, but demonstrates range and balance.

(13) This paragraph considers a final point and balances the earlier arguments about the role of York. York’s actions are put into the context of Henry’s poor rule to help reach a judgement about who was really to blame.

and continuation of the Wars of the Roses. It was he who first resorted to armed conflict to protect his position, and his refusal to compromise and his decision to claim the throne in 1460 ensured that the conflict would be continued rather than reach a peaceful conclusion. However, if it had not been for the weakness of Henry VI's rule, it is unlikely that York would have rebelled in the first place. Henry's indecisiveness and the way in which he could be manipulated by those around him alienated those such as York, who were angry at the king's misgovernment. Therefore, it was Henry VI's lack of abilities as king which was more important in the outbreak of civil war, though it was York's ambition which meant that the conflict continued to 1460 (14).

Examiner's Assessment

This answer would achieve a Level 5 answer. It is focused throughout on the precise question and has both range and depth in the points it makes. The Level 5 qualities are particularly clear in the conclusion because it addresses the question set and reaches a judgement based on what the 'most important' reason was behind the outbreak and continuation of the wars.

(14) The candidate reaches a conclusion and judgement based on the precise question.

<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option A</p>	<p>A6 The Wars of the Roses in England, 1455–85</p>	<p>Mark Scheme for Question 1</p>
--	--	--

How important was the role of Richard Duke of York in the outbreak and continuation of the Wars of the Roses, 1455–60?

[30 marks]

Target: AO1a and AO1b

<p>Level 1</p>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p>	<p>(1–6)</p>
-----------------------	--	---------------------

<p>Level 2</p>	<p>Candidates will produce a series of simple statements supported by some mostly accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><i>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p>	<p>(7–12)</p>
<p>Level 3</p>	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or relevance in places.</p> <p><i>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p>	<p>(13–18)</p>

<p>Level 4</p>	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><i>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p>	<p>(19–24)</p>
<p>Level 5</p>	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p><i>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p>	<p>(25–30)</p>

<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option A</p>	<p>A6 The Wars of the Roses in England, 1455-85</p>	<p>Essay Question 2</p>
--	--	------------------------------------

Examiner's Specific Advice

Unit 1 tests your ability to write analytical, structured and well-supported essays. You will need to be able to identify what the question is asking you to do, to plan and write a response that shows both balance and range, and to organise your factual evidence to answer the question.

Unit 1 questions can take several different forms. For example, they can ask about causes or consequences, the significance of a particular individual or event, or change and continuity in a specific period.

First of all, it is very important that you identify what the question is asking you to do: Is it asking about the causes or consequences of an event? Is it asking you to compare the relative importance or significance of different factors? Is it asking you about the amount of change or continuity in a given period?

Once you have found the focus of the question, make sure that you stick to it. Try to include links to the question in your planning and essay.

When planning and writing, you should avoid narrative or 'telling the story'. However detailed this narrative is, it will not help you to answer the question. Structures based on different themes often work very well. Make sure that you are considering a range of points and that you use relevant and accurate supporting detail to back them up – try to avoid asserting a point without evidence.

Finally, remember that you need to answer the exact question in your conclusion. Depending on the question, this may involve deciding which, of a range of causal factors, was the most important or which consequence was the most significant.

Exemplar Question

To what extent was the defeat of Richard III at Bosworth in 1485 solely the result of bad luck on the day of the battle?

[30 marks]

Planning Your Response

This question asks you to assess the reasons for Richard III's defeat by Henry Tudor at the Battle of Bosworth. As the question focuses on the day of the battle, part of your answer should consider the events of that day. However, to give your answer

balance and range, you will also need to evaluate the longer-term reasons for Richard's defeat, such as the impact of his usurpation and Buckingham's revolt, the intervention of foreign powers such as France, and the actions of individuals like the Stanleys. A good answer will also take note of the word 'solely' as this will be an important part of the overall judgement.

One possible way to structure your answer could be:

- Introduction: outline the reasons for Richard's defeat, both short- and long-term
- The Battle of Bosworth itself – Richard's bad luck and poor strategy
- The impact of Richard's usurpation and Buckingham's revolt
- The role of Henry Tudor
- The role of foreign intervention
- Conclusion

Examiner's Exemplar Answer 1

In 1483, Richard III took the throne from his nephew Edward V. In 1485, Richard was defeated in battle by Henry Tudor who became Henry VII. Richard was obviously very unlucky to lose in battle and Henry was very lucky to win (1).

On 7 August 1485, Henry Tudor landed at Milford Haven in South Wales with a small army. He then marched across Wales, recruiting men as he went so that by the time he reached Bosworth he had about 5,000 men in his army. When Richard III heard about this, he ordered his loyal followers like Norfolk to raise an army too. Richard's army had about 10,000 men in it, so it was much bigger than Henry's. Because Richard's army was so much bigger, he should have beaten Henry very easily, but instead, unluckily, he lost and was killed and Henry became king (2).

When the two armies met at Bosworth, Richard decided to camp on Ambion Hill. This was a good idea as it gave him a tactical advantage. Richard was expecting other powerful nobles such as the Stanleys and Northumberland to join him. He had even taken Lord Thomas Stanley's son hostage to make him fight for the king. Some chroniclers say that Richard did not sleep well the night before the battle, although this may be Tudor propaganda (3).

On the day of the Battle, Richard was very unlucky in many ways. He expected Northumberland and the Stanleys to fight for him, but this did not happen as they were very unhappy at Richard's

(1) The introduction considers the focus of the question, luck on the day of the battle, but does not raise other, longer-term issues.

(2) This paragraph is factually accurate, but tends towards narrative. The last sentence does, however, focus on luck.

(3) Again, the paragraph is factually accurate, but takes the form of narrative which does not answer the question. The point about Tudor propaganda could be explored and explained more.

(4) This paragraph has better focus on the question and hints that there may have been reasons why some

actions (4). Richard was also unlucky because his decision to charge down the hill to kill Henry Tudor failed. Instead, Richard was attacked by Sir William Stanley's men, who had changed sides and were now supporting Tudor. Richard's tactics were a good idea, he was just unlucky that they did not work.

Therefore, Richard was very unlucky not to win at Bosworth. He had more men than Henry and should have had the Stanleys and Northumberland to fight for him as well. He was very unlucky that they either chose to stay neutral or to change sides and fight for Henry. Henry was very lucky to win (5).

Examiner's Assessment

This answer would achieve a Mid Level 3 response. There is some attempt to consider the issue raised in the question, and the candidate is able to use some factually accurate detail to consider the events on the day of the battle, though there is also narrative which does not help to answer the question. For Level 4, there would need to be much more precise focus on the question and a more balanced approach where longer-term causes for Richard's defeat were explored.

Examiner's Exemplar Answer 2

Richard III was unlucky in some ways to lose at Bosworth. On the day of the battle, he had the advantages of the best tactical position and more men, yet he lost. However, apart from Richard's own errors and some bad luck, there are other, longer-term reasons for his defeat. These include his usurpation of Edward V and its results, and the role of Henry Tudor and of foreign intervention (6).

To some extent, Richard was unlucky to lose at Bosworth. Following Buckingham's revolt in 1483, he had done much to stabilise the country and his position on the throne. The revolt had been put down easily and Buckingham and the other leaders of the revolt had been executed whilst other rebels had fled into exile. The fact that there had been no further open rebellion until Henry Tudor's invasion in 1485 suggests that Richard had become more secure on the throne and should not have been defeated. Richard's army outnumbered Henry

nobles were unwilling to fight for Richard. The point is not explained, though.

(5) The candidate does attempt to answer the question, but the argument is imbalanced in that it only considers the day of the battle.

(6) The introduction considers the issue of luck raised in the question but hints at range and balance by introducing longer-term causes.

Tudor's by about 10,000 men to 5,000. Richard had the support of many of the nobility and gentry of England, including the Duke of Norfolk, whilst Henry was an outsider who had been brought up in exile and who was partly reliant on 1,800 French mercenaries. Richard was also expecting the Stanleys' 6,000 men to join his army. Furthermore, Richard III had secured the tactical advantage by placing his men on Ambion Hill, which made it harder for Henry's men to attack. Even when Richard did leave the hill to lead a charge at Henry, this in many ways was good tactical thinking as he was aiming to win the battle by killing Tudor. These factors suggest that Richard should have won at Bosworth, but he was unlucky because the Earl of Northumberland did not engage his troops, whilst Sir William Stanley decided to help Tudor instead of the king (7).

However, it was not just bad luck on the day of the Battle which led to Richard's defeat (8). The events of 1483 meant that he was never fully secure on the throne and that he had created many opponents who united against him in 1485. The main problem for Richard was that he had usurped his own nephew, Edward V, who had subsequently disappeared, and was probably murdered. Richard was blamed for this, and, as a usurper, he was considered to have gone against God's word. Opposition to Richard can be seen in Buckingham's revolt of 1483 in the South and West which attempted to support an invasion by Henry Tudor. These events were very important in Richard's eventual downfall because the revolt involved previously loyal Yorkists, like John Heron, who were now prepared to support a Lancastrian claimant. Even though Richard put the revolt down easily, many Yorkists like Heron escaped to join Tudor in exile. It was these men who then helped to bring Henry to England in 1485, not because they wanted a Lancastrian as king, but because they were determined to get rid of Richard. More problems were created for Richard because he had to ensure that the South and West were still governed properly, but he had lost, or could not trust, many of the gentry who had previously done this job. As a result, Richard 'planted' some of his trusted Northern retainers such as Richard Ratcliffe in the South, making the king even more unpopular. Richard's unpopularity as a usurper and the support this created amongst previously loyal Yorkists helps to explain why nobles like the Stanleys were not prepared to fight for him; it was not simply bad luck

(7) The candidate uses precise factual detail to argue that Richard was unlucky to lose at Bosworth. This material shows impressive range and understanding of Richard's reign as well as events on the day of the battle. The paragraph is closely focused on the precise question.

(8) This sentence shows that the candidate is aware that they need to give a balanced argument and that they are now considering other reasons for Richard's defeat.

(9) The rest of this paragraph is a detailed explanation of why Richard had lost support. The factual detail is precise and is used to support the argument. At the end of the paragraph, the candidate shows that they are fully aware of the demands of the question by comparing the problems Richard had on the day of the battle with other

(9).

Henry Tudor and the support he received from France were also important in Richard's defeat. From 1471, Tudor was the only remaining Lancastrian claimant to the throne, but his chances of becoming king were slim. However, Tudor's position was strengthened by Richard's usurpation of Edward V and Edward's disappearance which meant Tudor was the only Lancastrian claimant still alive. Henry was now able to present himself as a rival to an unpopular king. He was also very astute in agreeing to marry Edward IV's daughter, Elizabeth of York, which meant that Yorkists unhappy with Richard were more likely to follow him, including Elizabeth's family, the Woodvilles and former officials of Edward IV such as Giles Daubigny. Furthermore, Henry's own tactics were strategically sensible. In 1485, he landed in Wales, a region where there was traditionally strong Lancastrian support. This allowed him to increase the size of his army as he marched East. Henry was also lucky where Richard was unlucky. Henry's mother was married to Lord Thomas Stanley. In the heat of the battle it was William Stanley, Henry's step-uncle, who swung the fight towards Henry, though they may not have chosen to do this if Richard III had not been so unpopular. This shows that it was not simply Richard's bad luck on the day, but a combination of bad luck, his own unpopularity, and clever tactics and good luck by Tudor (10).

To conclude, in some ways, Richard was unlucky on the day. He was an experienced military commander, with a bigger army, and he was also the king. He was unlucky that some of his tactics did not work and that the Stanleys did not support him. However, the reason why influential nobles did not support him was because of Richard's own actions in 1483, which meant that many former Yorkists were prepared to put a Lancastrian on the throne to get rid of Richard. Richard lost at Bosworth partly, but not solely, because of bad luck. Mostly, he lost because he was unpopular and a usurper (11).

Examiner's Assessment

This answer would achieve a good Level 5 mark. It is focused throughout, and shows impressive range

reasons for his defeat.

(10) Again, the paragraph is detailed and shows appropriate range and depth. It also shows how different causes worked together to bring about Richard's downfall.

(11) The candidate sums up the argument and considers the word 'solely' in reaching their own decision.

and depth of knowledge in response to the question. It is clear throughout that the candidate has understood what the question is asking them to do and they reach their own judgement based on the precise question.	
---	--

Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option A	A6 The Wars of the Roses in England, 1455–85	Mark Scheme for Question 2
---	---	---------------------------------------

To what extent was the defeat of Richard III at Bosworth in 1485 solely the result of bad luck on the day of the battle?

[30 marks]

Target: AO1a and AO1b

Level 1	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3–4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed.</p>	(1–6)
----------------	--	--------------

<p>Level 2</p>	<p>Candidates will produce a series of simple statements supported by some mostly accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><i>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9–10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed.</p>	<p>(7–12)</p>
<p>Level 3</p>	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or relevance in places.</p> <p><i>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15–16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed.</p>	<p>(13–18)</p>

<p>Level 4</p>	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><i>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21–22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed.</p>	<p>(19–24)</p>
<p>Level 5</p>	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected factual material which demonstrates some range and depth.</p> <p><i>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</i></p> <p>Low Level 5: 25–26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27–28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29–30 marks The qualities of Level 5 are securely displayed.</p>	<p>(25–30)</p>

<p>Edexcel – AS GCE Unit 1: Historical Themes in Breadth Option A</p>	<p>A6 The Wars of the Roses in England, 1455–85</p>	<p>Chronology</p>
--	--	--------------------------

Chronology: Key Events in *England, 1421–85*

Year	Month	Event
1421	December	Birth of Henry VI
1422	August	Death of Henry V – Henry VI becomes king
1445	April	Henry VI marries Margaret of Anjou
1450	April	Normandy lost to the French following the Battle of Formigny
	May	Murder of the Duke of Suffolk
	June–July	Jack Cade's revolt
1451		Gascony over-run by the French
1452	February–March	Richard Duke of York's first rebellion
1453	July	Battle of Castillon and fall of Bordeaux
	August	Henry VI's first mental breakdown
	October	Birth of Edward, Prince of Wales
1454	March–April	Richard Duke of York's first Protectorate begins
1455	January	Henry VI recovers – York's Protectorate ends
	May	First Battle of St Albans
	November	York's second Protectorate begins
1456	February	York dismissed – his Protectorate ends
1457	August	The French raid Sandwich
1458	March	Loveday procession of the Lancastrians and Yorkists
1459	September	Battle of Blore Heath – York flees to Ireland
	November	Parliament of Devils
1460	July	Battle of Northampton – the Yorkists capture Henry VI
	October	York claims the throne
		Act of Accord
	December	Battle of Wakefield – York is killed
1461	February	Battle of Mortimer's Cross – Edward Earl of March defeats the Lancastrians
		Second Battle of St Albans – Yorkists led by Warwick are defeated and Henry VI recaptured by the Lancastrians. Instead of marching on London, Margaret of Anjou and the Lancastrians retreat North
	March	Edward Earl of March proclaimed King Edward IV Henry VI deposed
		Edward IV defeats the Lancastrians at the Battle of Towton
1464	April	Battle of Hedgeley Moor
	May	Edward IV marries Elizabeth Woodville in secret Battle of Hexham
1465		Henry VI captured by the Yorkists
1468	August	Capture of Harlech Castle, the last Lancastrian stronghold
1469	Summer	Rebellion of Robin of Redesdale

1469	July	Warwick and Clarence rebel openly Marriage of Clarence to Isabel Neville, Warwick's daughter
		Defeat of royalist forces at Edgecote Edward IV placed in Warwick's custody
1469	September	Warwick releases Edward
1470	February	Lincolnshire rising crushed by Edward
	March	Battle of Empingham (Losecote Field) – Warwick and rebels crushed by Edward Warwick and Clarence flee to France
	September	Warwick invades England Edward IV flees to Burgundy
	October	Readeption of Henry VI: Henry VI was briefly restored to the throne of England
1471	April	Battle of Barnet – Warwick killed
	May	Battle of Tewkesbury – Edward, son of Henry VI, killed Henry VI murdered
1475		Edward IV declares war on France
	August	Edward signs Treaty of Picquigny with France
1478	February	Clarence executed for treason
1480		Scottish raids on England
1482		Edward backs Richard Duke of Gloucester's invasion of Scotland
1483	April	Edward IV dies – his heir is his son Edward V
	June	Edward V usurped by Richard Duke of Gloucester
	October–November	Richard III defeats Buckingham's revolt
1484	April	Death of Edward, Prince of Wales, Richard III's only child
1485	August	Henry Tudor invades England, backed by France
	August	Richard III killed at the Battle of Bosworth Henry Tudor becomes King Henry VII

Teaching Activities

1. Give the class the following sample exam question: 'Why was Edward IV victorious at the Battle of Towton?' Ask the class to come up with four or five possible themes/topics which could form paragraphs in an essay. In pairs or threes, each group then takes one of the themes and writes a paragraph on that theme to answer the question. This could be done on computers which would allow for ease of editing. The groups share the completed paragraphs with the rest of the class and ask the other groups to edit them to ensure each paragraph is linked to the question and to other paragraphs. Finally, students write individual introductions and conclusions, then ask a partner to review these to ensure that they are focused on the question.
2. Divide the class into pairs. Ask them to read through the first exemplar answer to the question 'To what extent was the defeat of Richard III at Bosworth in 1485 solely the result of bad luck on the day of the battle?' Each pair then rewrites and improves one or two of the paragraphs from the first answer. They should write their improved paragraphs on A3 paper and add their own commentary to show how they have made the paragraphs better. The A3 sheets can then be distributed to other pairs,

who can add additional commentary on what has been improved and also make their own suggestions.

Additional Sample Questions

1. How far were the actions of Richard Earl of Warwick responsible for the continuation of the Wars of the Roses, 1455–1461?
2. How far is it accurate to say that Buckingham's revolt led to the fall of Richard III in 1485?
3. To what extent was Edward IV successful in controlling his nobility in the period 1469–83?
4. To what extent was Edward IV responsible for his own downfall in 1470?
5. How far is it accurate to say that Edward IV regained the throne in 1471 because of foreign intervention?
6. How far were the financial weaknesses of the Crown responsible for the outbreak of civil war in 1455?

Resources

Christine Carpenter, *The Wars of the Roses: Politics and the constitution in England, c. 1437–1509* (Cambridge University Press, 1997)

Sean Cunningham, *Richard III: A Royal Enigma* (National Archives, 2003)

John Gillingham, *The Wars of the Roses* (Weidenfield and Nicolson, 2001)

Anthony Goodman, *The Wars of the Roses, Military Activity and English Society, 1452–97* (Routledge, 1990)

Michael Hicks, *Edward IV* (Hodder Arnold, 2004)

Rosemary Horrox, *Richard III: A Study in Service* (Cambridge University Press, 1989)

Charles Ross, *Edward IV* (Yale University Press, 1997)

Charles Ross, *The Wars of the Roses* (Thames and Hudson, 1976)