

**Year 7 War of the Roses Assessment Feedback**

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| **NAME:** |  |
| **Form:** |  |
| **Teacher:**  |  |

**How convincing is interpretation X about…? [8 marks]**

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| **Level and marks** | **Arguments** | **Context** | **Evaluation** |
| **4 (7-8)**  |  |  | You have made links to key themes or concepts, such as: kingship and royal authority, democracy, kingdoms, empire, the Church, or the secular state. |  | You have fully linked to the question by explaining how convincing the interpretation is and have considered whether it over exaggerates or under estimates.  |  |
| **3 (5-6)** | You have explained two of the historian’s opinions about the question focus accurately. These form the points of two different paragraphs. |  | You have provided a specific and detailed example relating to two of the arguments you identified. |  | You have explained how your example either supports or challenges two of the arguments you identified. |  |
| **2 (3-4)** | You have explained one of the historian’s opinions about the question focus accurately. |  | You have provided a specific and detailed example relating to one of the arguments you identified.  |  | You have explained how your example either supports or challenges one of the arguments you identified. |  |
| **1 (1-2)** | You have restated or quoted the text from the interpretation, or the argument you explained was not relevant to the question. |  | You have not included any relevant examples. |  | You have not explained how your example supports or challenges the argument. |  |
| **Student either submit no evidence or fail to address the question 0 marks** |

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| **Quality of academic writing and literacy** |
| **3** | * Historical key words or evaluative language are used frequently and are spelt correctly throughout.
* Capital letters are consistently used to recognise proper nouns, such as people and places.
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| **2** | * Historical key words or evaluative language is used in the answer but not always spelled correctly.
* Some capital letters are used inconsistently to recognise proper nouns, such as people and places.
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| **1** | * There is no attempt to use historical key words or evaluative language in your answer
* Capital letters are not used to recognise proper nouns, such as people and places
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| **Key Word** | **Definition**  |
| Lancastrian | A follower of the Royal House of Lancaster |
| Morale | the confidence, enthusiasm, and discipline of a person or group at a particular time |
| Nobles | A Person of high rank in society, such as a Baron |
| Pious | Deeply religious |
| Post-Mortem | After Death |
| Protector | A person in charge of a Kingdom during the childhood of a King or a period that they are unable to rule |
| Psalm Sunday | The Sunday before Easter, a Christian celebration |
| Regent | A person in charge of a Kingdom during the childhood of a King or a period that they are unable to rule |
| Stalemate | A situation where either side is unable to make progress or make gains |
| Tyrant | A cruel and oppressive leader |
| Usurpation | To take power by force, often royal power |
| Yorkists | A follower of the Royal House of York |

**Glossary of Wars of the Roses Key Terms**

**Glossary of Key Evaluative Language**

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| **Evaluative Language** | **Definition**  |
| Fundamental | Something that is necessary or central to an issue. |
| Marginal | Something that only plays a minor role. |
| Exacerbated | Something which makes a situation worse.  |
| Catalyst | An event or action which directly causes a further event or chain of events.  |
| Opportunistic | A person or group of people who take advantage of an unexpected situation. |

**Interpretations**

**Interpretation A**

The Battle of Towton was the worst battle to ever happen on English soil, thousands of men died on the battlefield. The Yorkists felt confident as Henry VI was not present at the battle as they did not fear repercussions if they lost. The King that God had appointed. Instead, it was the charisma of Edward IV that inspired the Yorkist soldiers and helped them win the Battle of Towton.

**Interpretation A Model Answer -** **How convincing is interpretation A about which factor was the most important factor in helping the Yorkists win at the Battle of Towton? [8 marks]**

**Copy your teacher’s annotations of instances where this paragraph meets the success criteria**

Interpretation A is partially convincing because it argues that Henry VI’s absence from the Battle of Towton was a contributory reason for why the Yorkists won. This interpretation is convincing because Henry VI absence from the Battle of Towton to pray made Edward IV troops less likely to desert him as they were not committing treason against the King should they lose. However, this interpretation is not convincing because Edward IV had been proclaimed King the day before the battle and the Yorkists were convinced that Edward was true King. Overall, this interpretation is partially convincing as Soldiers would have been afraid of the repercussions should they lose but each side believed that their own King was the true king.

**Interpretation B**

The Battle of Towton was a mindless frenzy of blood and violence, family fought family, brother fought brother. The Yorkists archers helped the Yorkists gain the upper hand in the battle as they were able to rain their arrows down upon the Lancastrian soldiers. However, this success would not have been possible without the snowstorm with helped the Yorkist archers, and hindered the Lancastrian.

**Copy the paragraph created by class**

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**Now try yourself!**

**Interpretation C**

The Battle of Towton marked the beginning of the Royal House of York, and the might of Edward IV’s charisma is what motivated the troops to defeat the Lancastrian army. Edward was also so determined to try and win this battle as he wanted to extract his revenge upon the Lancastrians and avenge the deaths of his family.

**Write an ASC paragraph to answer ‘How convincing is interpretation A about which factor was the most important factor in helping the Yorkists win at the Battle of Towton? [8 marks]. Ensure you consider the success criteria and try to use historical and evaluative language**

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