



Oxford Cambridge and RSA

# A Level History A

## Unit Y104

### England 1377–1455

Sample Question Paper

Version 0.14

## Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



<b>First name</b>										
<b>Last name</b>										
<b>Centre number</b>						<b>Candidate number</b>				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and either Question 2 or Question 3 in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

**Section A****Richard II 1377–1399**

Study the four sources and then answer Question 1.

- 1 Using these four sources in their historical context, assess how far they support the view that those involved in the Peasants' Revolt wanted to overturn the established social order.

[30]

**Source A: A Medieval French Chronicler, who wrote about events in the fourteenth century, comments on John Ball and his preaching.**

A crazy priest, called John Ball, who for his absurd preaching, had been confined three times in the prison of the archbishop of Canterbury, was greatly instrumental in inflaming them. He was accustomed, every Sunday after mass, to preach in the market places and assemble a crowd around him; to whom he would say,

'My good friends, things cannot go well in England, nor ever will, until everything shall be in common; when there shall be neither vassal nor lord, and all distinctions levelled; when the lords shall be no more masters. How ill have they used us! And for what reason do they hold us in bondage?

'They are clothed in velvets and rich stuffs (clothes), while we wear poor cloth. They have wines, spices, and fine bread, when we have only rye and the refuse of the straw; and if we drink, it must be water. They have handsome manors, when we must brave the wind and rain in our labours in the field; but it is from our labour they support their pomp.'

*Jean Froissart, Book II of the Chronicles, 1388*

**Source B: John Ball explains his view of the social order.**

When Adam delved and Eve span, who was then the gentleman? From the beginning all men by nature were created alike, and our bondage came in by the unjust oppression of naughty men. For if God would have had any bondmen from the beginning, he would have appointed who should be bond and who free. And therefore I exhort you to consider that now the time is come, appointed to us by God, in which ye may cast off the yoke of bondage, and recover liberty.

*John Ball, sermon at Blackheath, 1381*

**Source C: The Archbishop of Canterbury Simon Sudbury gives his view about John Ball's activities.**

John Ball slunk back to our diocese like a fox that evades the hunter, and feared not to preach both in churches and churchyards (without permission or against the will of the parochial authorities) and also in markets and other places. There beguiling the ears of the laity by his invectives\*, and putting about scandals concerning our own person, and other prelates and clergy, and (what is worse) using concerning the Holy Father himself dreadful language such as shocked the ears of good Christians. He there tried to influence the lay people, by his ranting and by telling lies about me.

\*insults or abuse

*Archbishop of Canterbury, Chronicle, c1381*

**Source D: A monastic chronicler comments on the attack on the Archbishop's Palace.**

For at that time they considered that no name was more honourable than that of community, nor according to their stupid estimation, were there to be any lords in the future, but only the King and Commons.

*The Walsingham Chronicle, written by a monk of St Albans in the late fourteenth century*

**Section B**

**England 1399–1455**

Answer **ONE** question.

**EITHER**

**2\*** Assess the reasons why there was so much unrest during the reign of Henry IV.

**[20]**

**OR**

**3\*** How successful was Henry V's rule of England?

**[20]**

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

---

**Copyright Information:**

**Source A:** Adapted from Sir John Froissart's *Chronicles of England, France and the adjoining Countries*. Translated by Thomas Johnes. Vol.II Hafod Press, 1804.

**Source B:** John Ball, Sermon at Blackheath. As found at the National Archives: <http://www.nationalarchives.gov.uk/humanrights>.

**Source C:** Adapted from *Concilia Magnae Britanniae v.iii*. Found in: Oman, C.W.C., (1910), *The Great Revolt of 1381*. Oxford University Press, UK.

**Source D:** The Walsingham Chronicle, written by a monk of St Albans in the late fourteenth century. Transcription found in: *The Hollow Crown: A History of Britain in the Late Middle Ages* The Penguin history of Britain, Miri Rubin, Penguin UK, 2006, 9780140148251, p125.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y104    England 1377–1455**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    50**

**This document consists of 16 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

### 11. Annotations

Annotation	Meaning

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question. The sources are evaluated, using both provenance and relevant knowledge of their historical context, in order to engage with the sources and reach a supported analysis of them in relation to the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. The sources are evaluated, using both provenance and generally relevant knowledge of their historical context, in order to engage with the sources and produce an analysis of them in relation to the question. The use of provenance may not be developed.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. There is partial evaluation of the sources, with use of some knowledge of their historical context, in order to engage with the sources and produce a partial analysis of them in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalised knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question.
<b>Level 1</b> 1–5 marks	This answer is on the wider topic area, but not on the detail of the question. The sources are evaluated in a very basic way, primarily being used as a source of information with understanding of them being only partial. A very generalised knowledge of historical context is used in a very limited way to engage with the sources and to attempt a very simple analysis of them in relation to the question.
0 marks	No evidence of understanding or reference to the sources.

	<i>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.</i>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that those involved in the Peasants' Revolt wanted to overturn the established social order.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, answers might refer to the obvious desire to attack social distinctions between vassal and lord with distinctions levelled.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might consider that this was the report by a French writer of words verbatim which he had not heard. There is no indication when or where they were uttered. Even if true, this was the view of 'a crazy priest' who had been in prison and may not be evidence for the views of all the rebels.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might argue that although A argues for a desire for change, there is no evidence of whether this was a general view and the background to the revolt needs to be considered and the different types of grievance.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, answers might refer to a similar desire to overturn the established order, looking to a Biblical age of equality before bondage was</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above, there will be judgement about the issue in the question.</li> <li>• To be valid judgements, they must be supported by accurate and relevant material.</li> <li>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with descriptions in the levels mark scheme.</li> </ul>

## Section A

Question	Answer	Marks	Guidance
	<p>introduced, not as part of a natural order but out of wickedness.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers might consider the nature of the source – a sermon to justify actions which were castigated not only as criminal but also against God’s order, hence the appeal to religion which may not have been typical of the rebels.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that its support for overthrowing the existing order should be taken in the context of the meeting in Blackheath and mediaeval attitudes to God-given royal authority.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might refer to the support that Ball is supposed to have, but the reference to ranting does not talk directly about the secular social order. It only references the religious order with lies and scandal about leading churchmen and the Pope. This was a challenge to an element of social order but not as directly about the power of lords as in Source A and Source C.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might see the Archbishop angry at one of his priests fermenting revolt and being anxious to taint him as a heretic.</li> </ul>		

## Section A

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C</b>, answers might argue that the Church as a major landowner, and its leading figures deeply linked to the maintenance of the established order, were anxious to condemn the social upheaval advocated by a poor priest.</li> <li>• <b>In discussing how Source D does or does not support the view</b>, answers might refer to the idea of a community and also that there should be no lords, but the rebels did not extend their radicalism towards the King so it was only part of the social order they wished to overthrow.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might note that this is another Church-based account, obviously hostile (stupid estimations) to the rebel aspirations.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might argue that the aftermath of the defeat of the revolt, and the fears that it had aroused in a time when the population loss had increased the economic power of the labourers and peasants, might have made the threat to the established order appear greater to the authors' sources.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>Assess the reasons why there was so much unrest during the reign of Henry IV.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that unrest was due to Henry's claim to the throne</b>, answers might consider the impact of the usurpation and the death of Richard.</li> <li>• Answers might consider the strength and weaknesses of Henry's claim to the throne and the problem of legitimacy.</li> <li>• Answers might consider Henry Bolingbroke's initial claim that he had only invaded to restore his rights but had then taken the throne.</li> <li>• Answers might consider the importance of ending a dynasty that had been in power for some 250 years.</li> <li>• <b>In arguing that unrest was due to other factors</b>, answers might consider the role of Owen Glyn Dwr and his declaration as Prince of Wales in causing unrest.</li> <li>• Answers might consider the role of the Percies in causing unrest and link this to Glyn Dwr.</li> <li>• Answers might consider the role of Northumberland, Norfolk and Archbishop Scrope in leading unrest.</li> <li>• Answers might consider that even if Richard's deposition was justified there were others with a better claim, and link this to the role of Mortimer in causing unrest.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the importance of the factors; but at Level 4, may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the relative importance of the factors.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

## Section B

Question	Answer	Marks	Guidance
3*	<p><b>How successful was Henry V's rule of England?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Henry V's rule of England was successful</b>, answers might consider Henry's success in restoring order after the reign of Henry IV.</li> <li>• Answers might consider the relative lack of rebellion during Henry's reign and argue that Henry exploited the Oldcastle rebellion as a warning to potential opponents.</li> <li>• Answers might consider the developments in government and the Leicester Parliament with its drive to restore law and order.</li> <li>• Answers might consider his reconciliation with former enemies, including Arundel and Clarence.</li> <li>• <b>In arguing that Henry's reign was not successful</b>, answers might consider that his reign became more tyrannical.</li> <li>• Answers might consider the Southampton Plot.</li> <li>• Answers might consider the financial drain that warfare placed on the English throne.</li> <li>• Answers might consider the methods he used to raise money, exploiting legal technicalities, widows had their property confiscated.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'how successful', but at Level 4, may simply list the successes or failures.</li> <li>• At Level 5 and above, there will be judgement as to the relative success of his reign.</li> <li>• At higher levels, candidates might establish criteria against which to judge success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>		30		<b>30</b>
<b>2/3</b>	20			<b>20</b>
<b>Totals</b>	<b>20</b>	<b>30</b>		<b>50</b>

**Summary of updates**

---

Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.