



Oxford Cambridge and RSA

# AS Level History A

## Unit Y135

### England 1445–1509: Lancastrians, Yorkists and Henry VII

Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



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First name										
Last name										
Centre number						Candidate number				

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question 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

## The War of the Roses 1445–1461

Study the three sources and then answer **both** questions.

- 1 Use your knowledge of government in England in 1450 to assess how useful Source C is as evidence for the causes of bad government. [10]
- 2 Using these three sources in their historical context, assess how far they support the view that Henry VI was responsible for his own downfall. [20]

**Source A: Jack Cade gives his views about the government of England in an appeal to the people.**

The king should have as his advisers men of high rank from his royal realm, that is to say, the high and mighty prince, the duke of York, exiled from the service of the King by the suggestions of those false traitors the duke of Suffolk and his followers.

*Jack Cade, The Complaint of the Poor Commons of Kent, 1450*

**Source B: A chronicler records on a concern about the succession expressed in parliament.**

In Parliament Thomas Yonge of Bristol, apprentice in law, moved that because the king had no offspring, it would be necessary for the security of the kingdom that it should be openly known who should be his heir. And he named the Duke of York. For daring to do this, Thomas was afterwards imprisoned in to the Tower of London.

*The Annals of the Kings of England (Annales rerum anglicarum), May 1451*

**Source C: A chronicler comments on the government of England in 1459.**

The realm of England was not well governed for King Henry VI was child-like and influenced by greedy advisors. He was owed more than he was worth. His debts increased daily, but payment was there none; all the possessions and lordships that belonged to the crown the king had given away, some to lords and some to other lesser persons, so that he had almost nothing left of his own. And the money taken from the people was wasted, as all the taxes that came from them were spent in vain. The king did not have a proper household as a king should nor was he able to maintain any wars. The queen with her supporters ruled the realm as she liked, gathering innumerable riches. The queen was defamed and slandered. It was said her son, who was called the heir to the throne, was not her son but was an illegitimate child born as a result of her adultery; wherefore she, dreading that he should not succeed to his father's throne, allied unto her all the knights and squires of Cheshire.

*A Chronicle of the reigns of Richard II, Henry IV, Henry V and Henry VI, c1465*

**Section B****Lancastrians, Yorkists and Henry VII 1461–1509**

Answer **ONE** question.

**EITHER**

- 3\*** 'The most important reason for Edward IV's failure to establish royal authority in the period 1461–1470 was the power of the Earl of Warwick.' How far do you agree?

**[20]**

**OR**

- 4\*** How successful was the foreign policy of Henry VII?

**[20]**

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

**AS Level History A**

**Unit Y135 England 1445–1509: Lancastrians, Yorkists and Henry VII**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 50**

**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:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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. 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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]</b>
<b>Level 5</b> 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
<b>Level 4</b> 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
<b>Level 3</b> 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
<b>Level 2</b> 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
<b>Level 1</b> 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.



	<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 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 17–20 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 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> 13–16 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> 9–12 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> 5–8 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> 1–4 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 3 and 4: Essay [20]</b>
<b>Level 5</b> 17–20 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> 13–16 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> 9–12 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> 5–8 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> 1–4 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>Use your knowledge of government in England in 1450 to assess how useful Source C is as evidence for the causes of bad government.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C is useful</b>, answers might consider that it presents a range of reasons for bad government and specifically refers to Henry's 'child-like' manner and the problem of 'greedy advisors'.</li> <li>• Answers might consider that Source C mentions the lack of finance available to the Crown and suggests that part of this is caused by giving away too much in rewards to favourites, it also suggests that the King did not possess a royal image and hints that the role of the Queen might also be a cause.</li> <li>• Answers might consider the provenance of Source C and comment on the near contemporary nature of the writing.</li> <li>• Answers might consider that some of the evidence, as on the Queen, is based on hearsay and therefore whether the source can be trusted.</li> <li>• Answers might consider whether the source offers a balanced view about the reign or whether it is entirely negative.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited.</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>

Question	Answer	Marks	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that Henry VI was responsible for his own downfall.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view,</b> answers might refer to the weakness of the King in not having advisers of appropriate rank and in allowing this rebellion to occur. But again it could show the influence of ambitious nobles.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might suggest that the appeal was not really quite the rebellious manifesto it appeared, but part of noble strife.</li> <li>• <b>In discussing the historical context of Source A,</b> answers could argue that A might show it was the King's fault because of the weaknesses in 1450 that allowed this revolt and because of the unpopularity of Suffolk, it could also be put in the context of York's ambitions.</li> <li>• <b>In discussing how Source B does not support the view,</b> answers might refer to the fate of this MP for daring to suggest what the King should do, being a sign that the King's position was still respected. However, there is also the point that this impertinence was uttered, showing a weak king.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 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>• 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>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the relative impartiality of this report compared with C and D.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that this shows the attempts by the ambitious lords to use parliament, as Yonge was associated with York. It also reflects contemporary respect for the monarchy.</li> <li>• <b>In discussing how Source C does support the view</b>, candidates might refer to the child-like King, who had allowed the queen to get out of control and even to have a child that was not his. There is reference to his mismanaging the finances and foolishly giving away resources.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might comment on the hearsay evidence about the queen and the imbalanced hostility to the King, even if this is reasonably contemporary evidence.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might argue that although D argues that the King is to blame and there is evidence of debt and obvious failure in the war in France, there is little to justify the rumours and the role of the overmighty subjects is not to be found here.</li> </ul>		

Question	Answer	Marks	Guidance
3*	<p><b>‘The most important reason for Edward IV’s failure to establish royal authority in the period 1461–70 was the power of the Earl of Warwick.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the power of Warwick was the most important reason</b>, answers might consider the role of Warwick in restoring Henry VI.</li> <li>• Answers might consider the offices held by Warwick and the power that it gave him.</li> <li>• Answers might consider the role of Warwick in putting Edward on the throne and his subsequent expectations.</li> <li>• Answers might consider Warwick’s loss of pride with the abandonment of the French marriage and his personality and ambition which drove him into further rebellion.</li> <li>• <b>In arguing that the power of Warwick was not the most important reason</b>, answers might consider Edward’s mistakes, such as his marriage to Elizabeth Woodville.</li> <li>• Answers might consider the role of Margaret of Anjou.</li> <li>• Answers might consider the role of overmighty subjects.</li> <li>• Answers might consider the availability of an alternative monarch in Henry VI who could claim to be the legitimate ruler.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement of relative importance.</li> <li>• At higher levels candidates might establish criteria against which to judge the threat.</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>

Question	Answer	Marks	Guidance
4*	<p><b>How successful was the foreign policy of Henry VII?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Henry’s foreign policy was successful</b>, answers might consider his gaining of foreign recognition from powers such as Spain.</li> <li>• Answers might consider his success in defending national security from the challenges of Pretenders.</li> <li>• Answers might consider the success in achieving marriage alliances with Scotland and Spain.</li> <li>• Answers might consider his success in avoiding costly overseas warfare.</li> <li>• <b>In arguing that Henry’s foreign policy was not successful</b>, answers might consider his exclusion from the League of Cambrai.</li> <li>• Answers might consider his failure to preserve the independence of Brittany.</li> <li>• Answers might consider his failure to find a wife after the death of Elizabeth and the problems created with Spain after the death of Arthur.</li> <li>• Answers might consider the problem of Yorkist support in Burgundy.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative success of his foreign policy.</li> <li>• At higher levels candidates might establish criteria against which to judge the 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

Question	AO1	AO2	AO3	Total
1		10		10
2		20		20
3/4	20			20
Totals	20	30		50