

**GCE**

**History A**

Unit **Y135/01**: England 1445–1509: Lancastrians, Yorkists and Henry VII

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of the years 1445-1450 to assess how useful Source C is in explaining the reasons for conflict in England during these years.</b></p> <p><b>In discussing how Source C is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer to</b> the significance of the use of the name 'Mortimer' by Jack Cade and explain the suspected involvement of the Duke of York in this rebellion together with the importance of his Mortimer lineage.</li> <li>• <b>Answers might make reference to</b> the reference to the mention of 'untrue counsel' and explain its probable association with the unpopularity of William de la Pole.</li> <li>• <b>Answers might make reference to</b> the mention of the harm done by taxation and 'other oppressions' and the implication of the selfishness of those who surrounded the King; reference might be made here to the alienation of crown lands.</li> <li>• <b>Answers might make reference to</b> the significance of the failure of the source to make specific reference to the King.</li> <li>• <b>Answers might refer to</b> the provenance of the source, examining its contemporary nature.</li> <li>• <b>Answers might point out,</b> however, that the source needs to be set in the context of 1445-50 before some of the above inferences could be drawn.</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 source, in line with descriptions in the levels mark scheme.</li> </ul>

2		<p><b>Using these three sources in their historical context, assess how far they support the view that Henry VI's policy towards France was responsible for the growing dissatisfaction with his government in the years 1445 to 1450.</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 willingness of the King to hand over English territory in France to the French king and that he has been 'required' to do so. Such answers might also refer to the role of the Queen's family in this and to the reference to her persistent pressing for this land to be handed over.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might refer to the contemporary nature of the source and to its authorship by Henry VI himself.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might explain the unpopularity of the cession of Maine when it was finally made public and to the secrecy which initially surrounded it. The dislike of such appeasement of France by men such as Humphrey of Gloucester might also be referenced as might the association of the policy with Margaret of Anjou and William de la Pole, whose closeness attracted criticism as well as great dislike being felt for the King's favour towards de la Pole.</li> <li>• <b>In discussing how Source B does or does not support the view,</b> answers might refer to the failure to mention France in this source and the concentration instead on the unsuitability of Henry VI for kingship. Nevertheless, answers might conclude that the reference to the King's dislike of sports might also imply his dislike of soldiering and hence provide some support to the view put forward by the question.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might refer to the closeness of John Blacman to Henry VI and</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 the descriptions in the levels mark scheme.</li> </ul>
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		<p>the benefit of hindsight which the source possesses.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers might refer to the persistent problem of Henry VI's character which lay behind so many of his problems and provided a broader explanation of the difficulties of 1445-50 than the policy towards France alone.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, answers might refer again to the failure to mention France and to the concentration on other matters such as dislike of those around the King, the oppressive nature of royal financial exactions and the possible reference to the ambitions of Richard of York. Again, however, answers might point out to the significance of French policy in providing the background to all these complaints.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might refer to the contemporary nature of the source.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the circumstances surrounding the rebellion of Jack Cade in 1450, its dislike of defeat in France, its support for the Duke of York and its dislike of the allegedly corrupt nature of those around the King, including both the Queen and William de la Pole.</li> </ul>		
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3*	<p><b>How far was the failure of Edward IV's first reign (1461-70) due to his foreign policy?</b></p> <p><b>In arguing the failure of Edward's first reign was due to his foreign policy,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the differing views on foreign policy held by himself and the Earl of Warwick and the claim in the 'Crowland Chronicle' that the catalyst for the rupture between Edward and Warwick was the marriage of Edward's sister to Charles of Charolais and the subsequent alliance with Burgundy which this brought about.</li> <li>• <b>Answers might consider</b> that part of the quarrel between Edward and Warwick concerning the Woodville marriage arose because Edward announced his marriage to Elizabeth just as Warwick was completing negotiations between Edward and the French king's sister-in-law, Bona of Savoy.</li> <li>• <b>Answers might consider</b> that the failure of Edward to come to terms with Louis XI and instead to ally with Burgundy enabled Margaret of Anjou and her son to maintain their freedom; that freedom prevented Edward from disposing of Henry VI and allowed Louis XI and Warwick to pursue a Lancastrian restoration in 1470.</li> <li>• Answers might consider that Edward had defeated both Warwick and Clarence in 1469/70 and that only his alienation of Louis XI enabled them to continue to rebel against him.</li> </ul> <p><b>In arguing the failure of the first reign was not occasioned by foreign policy,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the inevitability of a quarrel between Edward and Warwick, regardless of foreign policy, given Warwick's previous experience of the reign</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 importance of the reasons for the failure of his first reign.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</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 the descriptions in the levels mark scheme.</li> </ul>
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		<p>of Henry VI, the age gap between himself and Edward and his belief it was he who had secured the throne for Edward; if he Edward was to reconcile with former Lancastrians, however, he could not afford to show too much favour to Warwick.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the problem of Edward IV's reliance upon personality in order to govern and his failure to deal decisively with the problem of an over-mighty nobility; such answers may make much of the failure to enforce the laws of 1468 against retaining .</li><li>• <b>Answers might consider</b> the problem of the Woodville marriage and the subsequent resentment felt by Warwick at the lack of suitable husbands for his daughters given the marriages of the Queen's sisters and of her eldest son, Thomas Grey to the heiress destined for Warwick's nephew; the scandal of the marriage of the Dowager Duchess of Norfolk to Sir John Woodville might also be referenced here.</li><li>• <b>Answers might consider</b> the problems brought about by the ambitions of George, Duke of Clarence and his desire to marry Isabel Neville.</li><li>• <b>Answers might consider</b> the danger to Edward, regardless of the plots of Warwick, represented by Margaret of Anjou.</li></ul>		
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4*	<p><b>'The downfall of the Yorkist dynasty in 1485 was caused by the failure of Edward IV and Richard III to control the nobility during the period 1471 to 1485.' How far do you agree?</b></p> <p><b>In arguing Yorkist downfall was due to a failure to control the nobility,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the tendency of both kings to tolerate and, on occasion, even promote 'over-mighty nobles'. For example, Edward IV, having had to endure a long-running feud with the Earl of Warwick, nevertheless went on almost to 'recreate' him in the person of his brother, Richard of Gloucester, who amassed a major amount of lands and was accepted as 'Lord of the North'. The difficulties Edward IV encountered in dealing with Clarence might also be examined as well as Richard III's promotion of Buckingham and his betrayal by the Stanleys at Bosworth.</li> <li>• <b>Answers might consider</b> the failure of both Edward and Richard to use lands gained by attainder as a buttress of the Crown's personal holdings, but instead redistributed them amongst the nobility.</li> <li>• <b>Answers might consider</b> that neither king made any real effort to enforce laws against retaining and Edward IV, especially, simply relied upon the force of his own personality in controlling his nobility : having grown up as a noble, his own sympathies were naturally with that class.</li> <li>• <b>Answers might consider</b> the fact that neither Yorkist king pursued any real policy of centralisation or bureaucratisation, but, instead, exploited the traditional methods of medieval kingship; claims that both kings pursued a form of 'New Monarchy' are exaggerated.</li> <li>• <b>Answers might consider</b> that accusations of Richard III</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 importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reason.</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 the descriptions in the levels mark scheme.</li> </ul>
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		<p>relying on ‘northerners’ to rule again underlined his reliance on the nobility.</p> <p><b>In arguing Yorkist downfall was due to factors other than a failure to control the nobility,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the unfavourable legacy left by Edward IV to his son. There was rivalry amongst the Yorkists with animosity between the Woodvilles and Lord Hastings robbing the new king of a stable basis of support, whilst Edward IV, crucially, may well have misread the character of his brother, Gloucester, as well as having alienated Buckingham.</li> <li>• <b>Answers might consider</b> the impact of Richard of Gloucester’s usurpation and the widespread belief that the claims of his nephews’ illegitimacy had been fabricated. Such answers might well examine the speed with which that usurpation produced the Buckingham Rebellion.</li> <li>• <b>Answers might consider</b> the impact of the assumed murder of Richard’s nephews. They may argue it was this which led to the alliance between Margaret Beaufort and the Woodvilles.</li> <li>• <b>Answers might consider</b> the role of foreign powers in destabilising the Yorkist dynasty. For example, the French prevented Richard from capturing Henry Tudor and both they and the Scots were prepared to back Henry in his invasion of 1485. In January, 1484 the French Chancellor had publicly stated his belief in the murder of Richard’s nephews.</li> <li>• <b>Answers might consider</b> the short-term impact of the mistakes made by Richard III at Bosworth where, for example, his refusal to retreat and flee as his brother had done in 1470 ensured the fall of the Yorkists.</li> </ul>		
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## APPENDIX 1 – this contains the generic mark scheme grids

	<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 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> 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.

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