

**GCE**

**History A**

**Unit Y104/01: England 1377 - 1455**

Advanced GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

## Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that government reaction to the Peasants' Revolt was the use of force.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does and does not support the view</b>, candidates might refer to how the king ensured that the leaders of the revolt were put to death. They could also mention that the king showed mercy as well.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the author was in close touch with events in London and so likely to be reliable.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to the evidence that pardons were more often issued than sentences of death.</li> <li>• <b>In discussing how Source B supports the view</b>, candidates might refer to how the king's urgent need was to ensure the safety of his capital city, but the exact means to be used are not specified.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the source as an official record.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that the loss of London would have been a severe blow to the government.</li> <li>• <b>In discussing how Source C largely supports the view</b>, candidates might refer to its reference to executions and the raising of an armed force, but could also argue that the issuing of the letters, albeit under duress, shows there was a different reaction at one point.</li> </ul>	30	<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>• 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 the descriptions in the levels of the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that Froissart had to rely on information he got from England, but his version is not unlike that in Source D.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might argue that faced with the peasants, the best option for the government was to make concessions and take revenge later.</li> <li>• <b>In discussing how Source D does and does not support the view</b>, candidates might refer to the issuing of pardons once the ringleaders had been executed. But, in addition, answers could argue that the king and his council only did this as a temporary measure, while they called up troops.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might comment on the general reliability of Walsingham, but also on his bias against the peasants.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to how the king and his council could not be certain the revolt was over and, indeed, there were further plots later in 1381, and so they needed to take stern measures.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2*	<p data-bbox="353 204 495 236"><b>Section B</b></p> <p data-bbox="353 272 1128 371"><b>‘Joan of Arc was the main reason for the difficulties the English experienced in the War with France after 1429.’ How far do you agree?</b></p> <ul data-bbox="398 411 1128 1201" style="list-style-type: none"> <li data-bbox="398 411 1128 507">• <b>In arguing that Joan of Arc was the main factor</b> answers might consider her role in the siege of Orleans.</li> <li data-bbox="398 515 1128 579">• Answers might consider the impact that Joan had on morale, notably through the coronation at Reims.</li> <li data-bbox="398 587 1128 683">• Answers might consider that Joan encouraged not only the Dauphin to fight with greater determination, but also some of his generals like Dunois.</li> <li data-bbox="398 722 1128 818">• <b>In arguing that there were other factors</b>, answers might consider unpopularity of the English in France, often as a result of their brutal tactics.</li> <li data-bbox="398 826 1128 890">• Answers might consider that the desertion of the Burgundians made a considerable difference.</li> <li data-bbox="398 898 1128 994">• Answers might consider that maintaining a French empire was always going to be difficult for English monarchs.</li> <li data-bbox="398 1002 1128 1066">• Answers might consider that once Henry VI came of age he had little interest in the war.</li> <li data-bbox="398 1074 1128 1137">• Answers might consider that the English were short of money.</li> <li data-bbox="398 1145 1128 1209">• Answers might suggest that Henry VI made a humiliating peace with the French.</li> </ul>	20	<ul data-bbox="1368 209 2056 791" style="list-style-type: none"> <li data-bbox="1368 209 2056 240">• No set answer is expected.</li> <li data-bbox="1368 248 2056 344">• At higher levels, candidates will focus on weighing up the importance of the factors; but at Level 4, may simply list the factors.</li> <li data-bbox="1368 352 2056 448">• At Level 5 and above there will be judgement as to the relative importance of the role of Joan of Arc.</li> <li data-bbox="1368 456 2056 552">• At higher levels candidates might establish criteria against which to judge the importance of the reason.</li> <li data-bbox="1368 560 2056 655">• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li data-bbox="1368 663 2056 791">• 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 of the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>Assess the reasons why royal authority was preserved during the minority of Henry VI.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the reasons lay largely with the Council</b>, answers might consider that, despite the feud between Gloucester and Beaufort, unity was largely preserved.</li> <li>• Answers might consider that Cardinal Beaufort provided loans which enabled the war with France to carry on.</li> <li>• Answers might refer the success in the war up to 1429 and the leadership of Bedford.</li> <li>• Candidates might refer to the recognition by the Council that serious quarrels among them would be deleterious.</li> <li>• Answers might argue that Bedford's return to England in 1433 helped to keep the Council united.</li> <li>• <b>In arguing that the reasons can be found in other factors</b>, candidates might point out that both Gloucester and Bedford had a vested interest in the maintenance of the Lancastrian monarchy.</li> <li>• Answers might consider that parliament had a share in determining the nature of the government during the minority and so gave it their support.</li> <li>• Answers might suggest that the minority can be compared favourably with Henry's personal rule and so it is perceived as successful.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will be 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 which reason(s) are the most vital.</li> <li>• At higher Levels candidates might establish criteria against which to judge well-governed.</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 of the mark scheme.</li> </ul>

**APPENDIX 1** – this contains a generic mark scheme grid

	<i>AO2: 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.

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