



GCE

History A

Y104/01: England 1377-1455

Advanced GCE

Mark Scheme for June 2019

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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

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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the government dealt effectively with the renewal of war with France after 1377.</p> <ul style="list-style-type: none"> • In discussing how Source A supports the view, candidates might refer to how the government was making advance plans to get a fleet together and making those who could afford to do so pay for it. • In discussing the provenance of Source A, answers might comment that the king and his Council knew what the situation demanded • In discussing the historical context of Source A, answers might refer to the expiry of the temporary truce and the need to be ready for renewed French attacks. • In discussing how Source B does not support the view, candidates might refer to how the nobles and even John of Gaunt had failed to protect the country, while a merchant was ready to pay for defences himself. • In discussing the provenance of Source B, answers might comment on the hostility of Thomas of Walsingham to John of Gaunt. • In discussing the historical context of Source B, answers might argue that Gaunt's failures were claimed to be because he was otherwise occupied with Katherine Swynford. • In discussing how Source C supports the view, candidates might refer to the way the government is putting sound reasons before the Commons to justify taxes, even quoting figures. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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.

<p>2*</p>		<ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might argue that the government was a little anxious that taxes might not be forthcoming so made the best case it could. • In discussing the historical context of Source C, answers might argue that government policy was to put strong garrisons in the named ports as their possession was vital if England was to keep and expand her lands in France. • In discussing how Source D does not support the view, candidates might refer to the failure of Arundel and his fleet to achieve anything but could suggest that the ferocity of the storm could not be predicted. They could also argue that December was not the best time to be at sea in the Channel and that the presence of ‘many girls’ may suggest a lack of military focus. • In discussing the provenance of Source D, answers might comment on the general reliability of the chronicle with good detail on events in France. • In discussing the historical context of Source D, answers might refer to English support for the claims of John IV of Brittany against the counter claims of Joan, who was backed by France and to the strategic importance of Brittany. <p>‘How successfully did Henry IV deal with the opposition he faced?’</p>	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the degree of success; but at Level 4, may simply list
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<p>3*</p>		<p>In arguing that Henry IV was successful:</p> <ul style="list-style-type: none"> • Answers might consider that he had Richard II disposed of to remove a focus of plots. • Answers might consider the gradual recovery of strongholds in Wales. • Answers might consider the defeat of the Scots at Homildon Hill. • Answers might consider Henry’s rapid response to the Percy rebellion and his decisive victory at Shrewsbury. <p>In arguing that Henry’s success was limited:</p> <ul style="list-style-type: none"> • Answers might consider the recurrence of rebellion over the first decade of his reign. • Answers might suggest that the 1400 plot was only discovered because the earl of Rutland betrayed it. • Answers might consider that the coming together of Mortimer, Glyndwr and Northumberland showed Henry had not been successful. • Answers might consider that the defeat of the rebellions did not put an end to unrest. <p>Assess the reasons why Henry V’s government was so hostile to Lollardy.</p>	<p>20</p>	<p>the factors.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to the whether Henry was successful or not. • At higher levels candidates might establish criteria against which to judge the importance of the reason. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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. <p>• No set answer is expected.</p> <p>• At higher levels, candidates will be focus on weighing up the importance of the factors: but at level 4, may</p>
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		<p>In arguing that the reasons lay largely with the attitude of the king:</p> <ul style="list-style-type: none"> • Answers might consider that Henry V saw a clear link between challenges to the authority of the Church and challenges to the State. • Answers might consider that Henry was an orthodox believer, who thought his victories in France resulted from divine favour. • Answers might refer to Henry’s need for the support of the Church in his foreign policy. • Answers might refer to Henry’s foundation of monasteries at Sheen and Syon, showing his conventional beliefs. • Answers might suggest that Henry had been viewed as sympathising with Lollards in his youth so needed to prove his orthodoxy. <p>In arguing that there are other explanations:</p> <ul style="list-style-type: none"> • Answers might suggest that the Church hierarchy was directly threatened by Lollardy and so encouraged Henry and his government. • Answers might consider that there had been some gentry support for Lollardy and the government needed to show supporters the error of their ways. • Answers might suggest that, although Lollardy was very much a minority interest, its adherents were quite widely scattered over the south and east and so needed to be clamped down on. 		<p>simply list the reasons.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to which reason(s) are the most vital. • At higher Levels candidates might establish criteria against which to judge the explanations. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
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