

**GCE**

**History A**

**Y104/01: British period study and enquiry: England 1377-1455**

A Level

**Mark Scheme for June 2025**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

### 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 RM Assessor 50% and 100% (traditional 40% 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 RM Assessor messaging system.
5. **Crossed-Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple-Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**

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: Not applicable in F501

**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                                                                        |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|    | Blank Page                                                                     |
|                                                                                     | Highlight                                                                      |
| Off-page comment                                                                    |                                                                                |
|    | Assertion                                                                      |
|    | Analysis                                                                       |
|    | Evaluation                                                                     |
|    | Explanation                                                                    |
|    | Factor                                                                         |
|    | Illustrates/Describes                                                          |
|   | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement                                                                      |
|  | Knowledge and understanding                                                    |
|  | Provenance                                                                     |
|  | Simple comment                                                                 |
|  | Unclear                                                                        |
|  | View                                                                           |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        |  |  | <p><b>‘The influence of de Vere and de la Pole was the main reason for the problems Richard II faced 1385-1387.’</b></p> <p><b>Use the four sources in their historical context to assess how far they support this view.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does partly support the view</b>, answers may argue that asking the king to appoint ‘good and honourable men’ suggests that those he is currently favouring do not meet that standard but there are other issues, namely problems with financing the household.</li> <li>• <b>In discussing the provenance of Source A</b>, answers may suggest that the source reliably represents the views of the Lords, who were increasingly concerned about the need for good government and so had put these proposals forward..</li> <li>• <b>In discussing the historical context of Source A</b>, answers may refer to the Scottish campaign and its cost, the king’s generosity towards his favourites whose elevation to the peerage was greatly resented or to the fact that this was not the only attempt made to rein in the king.</li> <li>• <b>In discussing how Source B does support the view</b>, answers may argue that the complaints</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 mark scheme.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark | Guidance |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <p>against de Vere came from experienced advisers who argued that Richard was damaging the country's reputation because De Vere's ambition was resented by nobles and lower classes alike, yet the king refused to listen to criticisms.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B,</b> answers may suggest that the chronicle is clearly hostile to de Vere, but could be seen as reflecting a common view, and the comments about Richard's reaction have a ring of truth.</li> <li>• <b>In discussing the historical context of Source B,</b> answers may refer to the invasion scares in 1386 which made de Vere even more unpopular and to the general grumbling among the people about the need for more experienced ministers.</li> <li>• <b>In discussing how Source C does support the view,</b> answers may argue that the king again refused to listen to those critical of de la Pole, which caused problems and some thought that the king may have been lingering at Eltham because he did not want to face a critical parliament.</li> <li>• <b>In discussing the provenance of Source C,</b> answers may suggest that Knighton has the most complete account of the 1386 Parliament so in that sense is reliable, although he had links with the Lancastrians, so may have his own agenda.</li> </ul> |      |          |



| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark | Guidance |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C</b>, answers may refer to Richard's reluctance to go to meet the parliament which led to rumours of possible violence against lords and commons, thus worsening the situation, and when Parliament finally sent Gloucester and Arundel to remonstrate with the king the meeting did not go well.</li> <li>• <b>In discussing how Source D partly supports the view</b>, answers may argue that the mention of sycophants suggests that the favourites were still an issue but there were other problems – the king's capriciousness and the deteriorating relationships between Richard and some leading noblemen.</li> <li>• <b>In discussing the provenance of Source D</b>, answer may suggest that the Eulogium has some information about 1387 which other accounts lack but it was written by a pro-Lancastrian author and so is hostile to Richard.</li> </ul> <p><b>In discussing the historical context of Source D</b>, answers may refer to the fact that this meeting exacerbated Richard's problems very considerably and, whilst the hostility of the nobles and commons led to both de la Pole and de Vere going into exile, the battle of Radcot Bridge followed, leaving Richard in a very unpromising situation.</p> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2*       |  |  | <p><b>How seriously was Henry V threatened by plots and rebellions?</b></p> <p><b>In arguing that Henry V was seriously threatened,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers may argue</b> that both the Oldcastle rebellion and the Cambridge/Southampton Plot came early in the reign when Henry was less secure.</li> <li>• <b>Answers may argue</b> that Oldcastle had supporters within the royal household, close to the king.</li> <li>• <b>Answers may argue</b> that the aim of Oldcastle was to capture the king and his brothers and overthrow Henry.</li> <li>• <b>Answers may argue</b> that the Southampton Plot was a threat to Henry's life and a challenge to his right to the throne.</li> <li>• <b>Answers may argue</b> that the Southampton plotters were in touch with Mortimer in Wales and Henry Percy who would rouse the north, so the plot was widespread.</li> <li>• <b>Answers may argue</b> that the plotters opposed Henry's invasion of France, a key policy for the king, just as he was about to leave for France.</li> </ul> <p><b>In arguing that the plots and rebellions were not serious,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers may argue</b> that both the plots were easily put down and the leaders executed.</li> <li>• <b>Answers may argue</b> that it is possible the extent of the Oldcastle Plot was exaggerated by the government, so Henry could strengthen his authority.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 factors; but at Level 4, may simply list the plots and rebellions.</li> <li>• At Level 5 and above there will be judgement as to the degree of threat.</li> <li>• At higher levels candidates might establish criteria against which to judge relative seriousness.</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> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark | Guidance |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers may argue</b> that in both cases some of those involved revealed the details.</li> <li>• <b>Answers may argue</b> that the Oldcastle rebels had little military training so were not much of a threat.</li> <li>• <b>Answers may argue</b> that the Southampton Plot was still in its infancy when it was betrayed by March.</li> <li>• <b>Answers may argue</b> that the chief Southampton plotters were arrested and executed within three days, showing the king would not countenance opposition.</li> </ul> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3*       |  |  | <p><b>How important a role did Richard of York play in the breakdown of government during the period from 1453 to 1455?</b></p> <p><b>In arguing that the role of York was the most important reason for the breakdown,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that York was appointed Protector in 1454, stressing his role as the leading nobleman and threatening other nobles such as Somerset.</li> <li>• <b>Answers may argue</b> that York rewarded his supporters while he was Protector so seemed partisan and hence divisions were not healed.</li> <li>• <b>Answers may argue</b> that York dealt forcefully with opposition.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 factors; but at Level 4, may simply list reasons/factors for the breakdown of government.</li> <li>• At Level 5 and above there will be judgement as to the most important factor.</li> <li>• At higher levels candidates might establish criteria against which to judge importance.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                    |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers may argue</b> that, after Henry VI recovered, York and the Nevilles combined against the Somerset faction, and this made York more powerful.</li> <li>• <b>Answers may argue</b> that York came to feel that force was the only way to secure his position.</li> <li>• <b>Answers may argue</b> that York took up arms against the king at St Albans in 1455 and won but the deaths of Somerset, Northumberland and Clifford opened up blood feuds which made peace even less likely.</li> </ul> <p><b>In arguing that other factors were more important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue that:</b> the incapacity of Henry VI meant that the crown could not prevent the breakdown of government which was one of its essential roles.</li> <li>• <b>Answers may argue</b> that Margaret of Anjou feared York as a threat to the rights of her son, and this made her more aggressive.</li> <li>• <b>Answers may argue</b> that Margaret of Anjou opposed York becoming Protector and his arrest of Somerset.</li> <li>• <b>Answers may argue</b> that York was not able to prevent disorder resulting from nobles taking the law into their own hands.</li> <li>• <b>Answers may argue</b> that the recovery of Henry VI meant York lost power and Somerset</li> </ul> |      | <ul style="list-style-type: none"> <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> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | Guidance |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <p>regained it, leading to much ill-feeling and worse being expressed.</p> <ul style="list-style-type: none"> <li>• <b>Answers may argue</b> that by 1455 the suspicious atmosphere was so bad that York would not attend the Parliament at Leicester.</li> <li>• <b>Answers may argue</b> that the battle of St Albans, although militarily a success for the Yorkists, was far from being decisive and so did not bring an end to the government instability.</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><br>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><br>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><br>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><br>11–15<br>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><br>6–10<br>marks  | The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized 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><br>1–5<br>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><br>17–20<br>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><br>13–16<br>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><br>10–12<br>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><br>7–9<br>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.                                                                                                |
| <b>Level 2</b><br>4–6<br>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><br>1–3<br>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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