

GCE

History A

Unit **Y134/01**: England 1377–1455

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	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

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
 3. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of Richard's view of the role of the king to assess how useful Source A is as evidence for why Richard and his lords quarrelled</p> <p>In discussing how Source A is useful,</p> <ul style="list-style-type: none"> • Answers might consider that Richard and his lords were at odds over the way he was getting advice. • Answers might consider that the lords were being critical of the king by comparing him unfavourably with his predecessors. • Answers might consider that the monk at Westminster was close to the centre of events and so could be well-informed. • Answers might consider that the Source gives little detail about why the king thought differently. • Answers might consider how the king would react to the lords trying to take over the government. • Answers might refer to previous attempts by the nobility to control the monarchy such as Magna Carta or the Provisions of Oxford or the imposition of the Lords Ordainer on Edward II. 	10	<ul style="list-style-type: none"> • No set answer is expected • 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 • 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.

Question	Answer/Indicative content	Mark	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that Richard's problems arose from a poor choice of advisers.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, candidates might refer to how the lords believed that bad advice was leading to poor government but that the king did not agree. • In discussing the provenance of Source A, answers might comment that the monk was in touch with events and so likely to know what happened. • In discussing the historical context of Source A, answers might refer to specific examples of advisers who were resented by the lords, such as Robert de Vere, Michael de la Pole and Simon Burley. • In discussing how Source B does or does not support the view, candidates might refer to how the lords egged on the archbishop to reprove Richard, showing how concerned they were about the situation and to the violent reaction of the king. • In discussing the provenance of Source B, answers might comment on the source coming from a chronicle quite heavily based on the work of another writer. • In discussing the historical context of Source B, answers might argue that kings were expected to respect archbishops and so Richard's ill-temper and lack of control were other factors in making problems. • In discussing how Source C does or does not support the view, candidates might refer to the argument that the king should take sound advice for the good of the country and to the veiled threat about what will happen if he does not. 	20	<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. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• In discussing the provenance of Source C, answers might argue that an account of the activities of the Privy Council is likely to be favourable to its members.• In discussing the historical context of Source C, answers might argue that the comments from the Council reflect those from the archbishop and that the king's favouring of less well-born men as his friends added to the problems he faced.		

Mark Scheme Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p>How far was Joan of Arc responsible for the French revival in the Hundred Years' War?</p> <p>In arguing that Joan of Arc was the main factor</p> <ul style="list-style-type: none"> • Answers might consider that she boosted French morale and claimed to have God on her side. • Answers might consider that following her suggestions, the French were able to relieve Orleans and the Dauphin was crowned. • Answers might consider that the capture and death of Joan lessened her impact. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider the abilities of the Dauphin and his commanders. • Answers might consider that the desertion of the Burgundians made a considerable difference • Answers might consider that the French were resentful of English rule and especially its expense. • Answers might consider that the maintenance of an empire in France put too heavy a burden on English resources and the death of Henry V deprived them of their best general. • Answers might consider that there was not much support in England for the enforcement of the Treaty of Troyes or for defending France once there was less chance of gains for the English nobility. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to how far Joan of Arc was responsible. • At higher levels candidates might establish criteria against which to judge how far Joan of Arc was responsible. • 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 mark scheme. •

Question	Answer/Indicative content	Mark	Guidance
4*	<p>How well-governed was England in the minority of Henry VI (1422-1437)?</p> <p>In arguing that England was well-governed,</p> <ul style="list-style-type: none"> • Answers might consider that the minority Council tried to continue the policies of Henry V and was aware of the problems that had arisen in previous minorities. • Answers might consider the powerful position of Henry Beaufort, bishop of Winchester in the government. • Answers might refer to the provision for John, duke of Bedford to act as regent in France, leaving the Council to govern in England and to the determination of the Council to prevent any one person becoming too powerful in England. • Answers might refer to the interventions of Bedford in 1426 and 1434 to maintain the equilibrium in government. • Answers might argue that there were few signs of popular discontent in the period. <p>In arguing that there were some signs of tension in the government,</p> <ul style="list-style-type: none"> • Answers might consider the extent to which loans from Cardinal Beaufort propped up finances. • Answers might consider the position of and ambitions of Humphrey, duke of Gloucester , notably in his marriage to Jacqueline of Hainault and his dislike of Beaufort, which resulted in violence in 1425 and a skirmish on London Bridge • Answers might suggest that both Gloucester and Beaufort were building up groups of supporters. Gloucester played on his popularity, and his relationship with Beaufort typified the problems which would emerge in the disputes between York 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to whether England was well-governed or not. • At higher Levels candidates might establish criteria against which to judge well-governed. • 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.

Question	Answer/Indicative content	Mark	Guidance
	<p>and Lancaster after Henry VI came of age.</p> <ul style="list-style-type: none">• Answers might consider the long-running nature of the rivalry between Gloucester and Beaufort and events in the Parliament of 1432.		

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	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]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 3 and 4: Essay [20]
Level 5 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.
Level 4 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
Level 3 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.
Level 2 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.
Level 1 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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