



**GCE**

**History A**

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

A Level

**Mark Scheme for June 2023**

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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  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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 scoris 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 or the scoris messaging system, or by email.

**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 a tick to confirm that the work has been seen.

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7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **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.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
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

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## 11. Annotations

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

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Richard II abused his power as king in the period from 1386 to 1399.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does not support the view</b>, answers could suggest that the earls were judged guilty of treason and so lawfully condemned, and that Richard commuted Warwick's sentence, showing mercy as befitted a king.</li> <li>• <b>In discussing the provenance of Source A</b>, answers could consider that the chronicle was written before Richard's deposition and so, as the final sentences illustrate, has a favourable view of the monarch.</li> <li>• <b>In discussing the historical context of Source A</b>, answers could refer to the view that Richard was seeking revenge on the earls for their actions in 1386-88 and to demonstrate his power.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers could consider that Gloucester was legally condemned as a traitor with the assent of all the lords.</li> <li>• <b>In discussing the provenance of Source B</b>, answers could suggest that the parliamentary record is likely to be accurate in its account of events.</li> <li>• <b>In discussing the historical context of Source B</b>, answers could explain that there was a strong belief that Richard had been responsible for the</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <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>

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Question	Answer	Mark	Guidance
	<p>death of Gloucester and the bald statement that he was dead, did not exonerate Richard directly.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does support the view</b>, answers could point out that the king is depicted as undermining the power of parliament in a very deceitful manner.</li> <li>• <b>In discussing the provenance of Source C</b>, answers could consider that Walsingham was increasingly hostile to Richard as events unfolded in the reign, and that the tone and language of his writing reveals that growing hostility.</li> <li>• <b>In discussing the historical context of Source C</b>, answers could point out that the six to eight persons appointed were supporters of Richard but did also include John of Gaunt.</li> <li>• <b>In discussing how Source D supports the view</b>, answers could suggest that Richard clearly abused his power by making threats to the judges and forcing them to give a false opinion, leading to the downfall of Gloucester, Warwick and Arundel.</li> <li>• <b>In discussing the provenance of Source D</b>, answers could argue that the charges against Richard were bound to accuse him of subverting the law in order to justify his deposition.</li> <li>• <b>In discussing the historical context of Source D</b>, answers could argue that the charges against Richard included the accusation that he had lured Gloucester to his destruction and had encouraged informants to give evidence against Arundel and Warwick.</li> </ul>		



Question	Answer	Mark	Guidance
2*	<p><b>Assess the reasons for the French recovery in the war with England in the period from 1429 to 1453.</b></p> <p><b>In arguing that it was French leadership and resources that led to revival,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could argue</b> that the inspiration provided by Joan of Arc was a crucial cause of French recovery and the relief of Orléans boosted French morale.</li> <li>• <b>Answers could consider</b> that the crowning of the Dauphin as the anointed king of France made him a serious claimant to rule the country.</li> <li>• <b>Answers could consider</b> that long truces in the 1430s and 1440s allowed Charles VII time to centralise the French state and reorganise government, including the right to levy taxes and thus gain financial independence from the Estates-general.</li> <li>• <b>Answers could argue</b> that the French army was much larger than the English and better prepared for fighting, with better discipline and improved recruitment.</li> <li>• <b>Answers might argue that</b> French artillery developed a reputation as the best in the world with the capacity to end sieges after a few days of sustained cannon bombardment.</li> </ul> <p><b>In arguing that other factors were of major significance,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could argue</b> that the English had problems both with finance and manpower.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><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 reasons but at Level 4, may simply list them.</li> <li>• At Level 5 and above there will be judgement as to which reasons were the most important.</li> <li>• At higher levels candidates might establish criteria against which to assess importance.</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
3*	<ul style="list-style-type: none"> <li>• <b>Answers could refer</b> to specific events which weakened the English, such as the death of Bedford.</li> <li>• <b>Answers could suggest</b> that the English loss of the Burgundian alliance was a major factor as it led to the English having to fight on their own.</li> <li>• <b>Answers could consider</b> that the English had become unpopular in France owing to their oppressive rule.</li> <li>• <b>Answers could point</b> out that divisions in England weakened the effort in France.</li> </ul> <p><b>How far was Henry VI responsible for the outbreak of the Wars of the Roses?</b></p> <p><b>In arguing that Henry VI was responsible,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could suggest</b> that Henry lacked the strength of personality to rule successfully and hence divisions broke out.</li> <li>• <b>Answers could consider</b> that Henry's choice of advisers was unwise and exacerbated divisions at court.</li> <li>• <b>Answers could argue</b> that Margaret of Anjou's attitude was not likely to lead to reconciliation.</li> <li>• <b>Answers could suggest</b> that Henry was blamed for the loss of France, which underlined his unsuitability to rule.</li> <li>• <b>Answers could consider</b> the impact of Henry's insanity.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>  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 responsibility of Henry VI but at Level 4, may simply list reasons for the wars.</li> <li>• At Level 5 and above there will be judgement as to how far Henry was responsible.</li> <li>• At higher levels candidates might establish criteria against which to judge the extent of Henry's responsibility.</li> </ul>

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	<p><b>In arguing that other factors played a role,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could suggest</b> that the rivalry between Somerset and York and the ambitions of Richard, duke of York, led to sides being taken by the nobles.</li> <li>• <b>Answers could argue</b> that the existence of others with a claim to the throne was a cause of division.</li> <li>• <b>Answers could consider</b> the role of Richard Neville, whose support allowed York to challenge Henry VI.</li> <li>• <b>Answers could suggest</b> that the lack of law and order in the country contributed to the outbreak of the wars.</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>

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APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.</i>
	<b>Generic mark scheme for Section A, Question 1: 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.

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	<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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