



GCE

History A

Y105/01: England 1445-1509: Lancastrians, Yorkists and Henry VII

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

Award Zero '0' if:

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

12. Subject Specific Marking Instructions

| Question | Answer | Mark | Guidance |
|----------|---|------|--|
| 1 | <p>'Using these four sources in their historical context, assess how far they support the view that the early actions of Richard, Duke of York during the years 1450 to 1455 clearly demonstrate his ambition for the crown.'</p> <ul style="list-style-type: none"> • In discussing how Source A does not demonstrate York's ambition for the Crown, as accusations spring from 'greedy' and 'malicious' people who certainly lack good intentions. • In discussing the provenance of Source A, answers might consider that the source provides a contemporary record of the demands made by the Cade rebels who express no explicit desire here to see York as King despite using the name Mortimer in the rebellion. • In discussing the context of Source A, answers might consider that it was the Cade rebellion which first led York's enemies to accuse him of a desire for the throne owing to the association of Jack Cade with the name 'Mortimer'. • In discussing how Source B does not demonstrate York's ambition for the Crown, answers might consider that it shows a respect for the rights of the King. • In discussing the provenance of Source B, answers might consider its probable status as an eyewitness account and the generally informed nature of chronicles of this type. • In discussing the context of Source B, answers might consider York's actions during these early years: York was involved in turbulent politics, | 30 | <p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At Level 5 there will be judgement about the issue in the question. • To be valid judgements they must be supported by accurate and relevant material. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme. |

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| Question | Answer | Mark | Guidance |
|----------|--|------|----------|
| | <p>notably at Dartford, but retained the respect of the Commons and repeatedly stressed his loyalty to Henry VI, earning respect for the competence of his protectorship in 1454.</p> <ul style="list-style-type: none"> • In discussing how Source C does demonstrate York's ambition, answers might consider it describes York's behaviour as high-handed and notes that Henry VI regarded him as a traitor. • In discussing the provenance of Source C, answers might consider that it is a contemporary account written for the Duke of Burgundy. • In discussing the context of Source C, answers might consider that the accusation of treachery was made 'on behalf of the King', implying it was the work of Somerset and the Queen, both of whom had a personal interest in the defeat of York. • In discussing how Source D does clearly demonstrate York's ambition for the throne, answers might consider the arrogance attributed to York (in particular with the laying of his hands on the throne) and the record of his explicit claim to it,. • In discussing the provenance of Source D, answers might consider that its author was an abbot, but the events described took place in 1460, some years after the early years of York's career. • In discussing the context of Source D, answers might explain that much happened in the second half of the 1450s and reference might be made to the Parliament of Devils and the effect of his attainder upon York. | | |

| Question | Answer | Mark | Guidance |
|----------|--|------|---|
| 2* | <p>'Edward IV's failed to establish a successful relationship with the nobility during his first rule and the crisis of 1470 to 1471.' How far do you agree?</p> <p>In arguing that Edward IV did fail to establish a successful relationship with his nobility,</p> <ul style="list-style-type: none"> • Answers might consider that in 1470 Edward lost the throne after a rebellion of his major nobles, the Nevilles and Clarence. • Answers might consider the resentment engendered by Edward because of his marriage and accusations of favouritism towards the Woodvilles. • Answers might consider the failure of early policies to reach out to Lancastrian nobles such as the Duke of Somerset. • Answers might consider the failure on Edward's part to deal with the problem of retaining and the lack of enforcement of the 1468 Statute Against Retaining. • Answers might consider Edward's failure to build up a sufficient counterweight to the Nevilles in the likes of Lord Herbert. • Answers might consider the ill-advised nature of allowing the return to favour of Clarence during the crisis of 1470-71. <p>In arguing that he did establish a successful relationship with the nobility,</p> <ul style="list-style-type: none"> • Answers might consider that the 1470-71 Crisis ended with Edward restored to his throne and the Nevilles not only defeated but dead. • Answers might consider that the consequences of the Woodville marriage showed Edward was | 20 | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the extent of failure, but at Level 4, may simply list reasons/factors for instances of failure. • At Level 5 and above there will be judgement as to the extent of Edward IV's personal responsibility for failure. • At higher levels candidates might establish criteria against which to judge failure. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme. |

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| Question | Answer | Mark | Guidance |
|----------|--|------|----------|
| | <p>aware of the need to reach out to all the nobility. They may also consider his reluctance to promote the Woodville men too far, but also his use of the marriages of the Queen's sisters.</p> <ul style="list-style-type: none"> • Answers might consider that the failure to enforce the 1468 Statute Against Retaining is evidence of Edward's understanding of the nobility. • Answers might consider the manipulation of Montagu during 1469. • Answers might consider that, in terms of military success, Edward fulfilled one of the most important criteria for a successful relationship with the nobility. • Answers might consider that, by seeking to re-establish an alliance with Burgundy, Edward was pursuing a foreign policy expressly designed to appeal to the nobility. | | |

| Question | Answer | Mark | Guidance |
|----------|--|------|--|
| 3* | <p>'Edward IV was responsible for the failure of the Yorkist dynasty during the years 1471 to 1485.' How far do you agree?</p> <p>In arguing Edward IV was responsible for the failure of the Yorkist dynasty,</p> <ul style="list-style-type: none"> • Answers might consider that his over-promotion of Richard of Gloucester provided his brother with the means through which to usurp the throne in 1483. • Answers might consider that Edward fatally weakened the Yorkists by allowing factionalism to develop amongst them, particularly the animosity between Dorset and Hastings and that he should have been more circumspect in his treatment of Buckingham. • Answers might consider Edward was wrong to allow his heir to be too closely identified with the Woodvilles by putting his education into the hands of Rivers. • Answers might consider that the failure of Edward to deal with the problem of an overmighty nobility lay at the heart of the ultimate failure of his dynasty. • Answers might consider that the failure of Edward IV's foreign policy in relation to both France and the planned marriages of his daughters significantly weakened his dynasty. • Answers might consider Edward's choice of bride • Answers might consider Edward's failure to prepare a smooth transition for the succession | 20 | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the relative importance; but at Level 4, may simply list reasons/factors for failure. • At Level 5 and above there will be judgement as to principal responsibility. • At higher levels candidates might establish criteria against which to judge responsibility. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme. |

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| Question | Answer | Mark | Guidance |
|----------|---|------|----------|
| | <p>In arguing others were to blame for the failure of his dynasty to retain the throne,</p> <ul style="list-style-type: none"> • Answers might consider that Edward died as King and did leave two direct male heirs, • Answers might consider that the whole of Western Europe was shocked by Richard III's usurpation and murder of his nephews; Edward could not have been expected to have foreseen his brother's actions. • Answers might consider the initial close cooperation of the Yorkist 'establishment' following Edward's death and their agreement on conciliar government during the minority of Edward V. • Answers might consider that principal responsibility for the downfall of the Yorkist dynasty must rest with Richard III since it was he who lost the throne to Henry Tudor at Bosworth. • Answers might consider that Edward IV had been successful in removing all realistic Lancastrian claimants to the throne during his lifetime. • Answers might consider it was the actions of Henry Tudor that led to the failure of the Yorkist monarchy • Answers might consider Richard's failure to build a power-base in the south and his alienation of southern nobles • Answers might consider the role of the Woodvilles | | |

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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> |
| | Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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> |
| | Generic mark scheme for Section B, Questions 2 and 3: Essay [20] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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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