



GCE

History A

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

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
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

Question			Answer	Mark	Guidance
1			‘Richard, Duke of York’s reaction to the birth of Henry VI’s heir demonstrated his loyalty.’ Use these four sources in their historical context to assess how far they support this view. In discussing how Source A does support the view, answers might consider that the Council trusted York to safeguard the realm for the King and his heir, that York’s ‘small retinue’ suggests no personal ambition, and that both Council and Parliament expect York to save the kingdom from the ‘evil’ of Somerset. In discussing the provenance of Source A, answers might point to the view the chronicler was exceptionally well-informed and possibly a servant of the Crown. In discussing the historical context of Source A, answers might suggest that the actions of York around the time of the Prince of Wales’ birth demonstrated his essential loyalty. In discussing how Source B does support the view, answers might consider this source, too, refers to the ‘honourable’ rule of York and his willingness to give up the Protectorship on Henry VI’s recovery, despite rumours of the ‘strange’ circumstances of the Prince’s birth. In discussing the provenance of Source B, answers might refer to Bale’s influential London	30	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> 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. - 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. Sources often focus only indirectly on the actual birth of Henry’s heir, but on the question of loyalty. Responses that focus on the issue of loyalty should be credited.

Question			Answer	Mark	Guidance
			position and likely accuracy, especially given he died before/as the Yorkists took the throne. • In discussing the historical context of Source B, answers might refer to York's 'proper' conduct during Henry VI's illness. • In discussing how Source C does not support the view, answers might consider the contradiction to Source A, suggesting the King's reaction to the birth provoked something more serious than rumour and York's arrival in London with a considerable number of militarily well-equipped men implied a possible coup. • In discussing the provenance of Source C, answers might refer to the writing of the letter in London only three months after the birth, to Stodeley's presence in London, and to the fact the recipient, the Duke of Norfolk, was York's brother-in-law. • In discussing the historical context of Source C, answers might refer to the denial of the Queen's claim to the Protectorship, and to the eventual resort to arms at St Albans in 1455; they may also suggest the infant mortality rate of the time made it a needless risk on the part of York to question the Prince's legitimacy in 1453/4, but that seven years later he did pose that very question.		

Question			Answer	Mark	Guidance
			• In discussing how Source D does not support the view, answers might consider York's 'malice', his claim to the throne, the 'undoing' of the Prince, and the developments referred to in Source C. • In discussing the provenance of Source D, answers might refer to its authorship and date of origin. • In discussing the historical context of Source D, answers might refer to the events of 1453-61.		

Question			Answer	Mark	Guidance
2*			Assess the causes of unrest in England during Edward IV's first rule (1461-1470). In arguing fractures within the Yorkist faction itself were the most important factor in causing unrest: • Answers might consider Warwick's resentment of Edward IV's refusal to accept him as an 'elder statesman' and promotion of figures such as Lord Herbert, which produced the rebellions of 1469/70. • Answers might consider the intensification of this resentment following the Woodville marriage, the promotion of the family and the effect this had on the prospects of marriage for Warwick's daughters.	20	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> 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. • No set answer is expected. • At higher levels, candidates will focus on weighing up the degree of dominance of unrest but at Level 4, may simply list reasons/factors for unrest. • At Level 5 and above there will be judgement as to relative importance of factors. • At higher levels candidates might establish criteria against which to judge factors.

Question			Answer	Mark	Guidance
			• Answers might consider the effects of similar resentment on the part of Clarence. • Answers might consider the youth and inexperience of Edward IV. In arguing other factors were more important: • Answers might consider that despite strains amongst the Yorkists, the early years of the period saw unity in defeating Lancastrian rebellions and that Edward IV was a particularly skilful ruler despite his youth. • Answers might consider the refusal of Lancastrians such as Somerset to accept Edward IV despite clear efforts at conciliation. • Answers might consider that the failure to capture first Henry VI, then his wife and son, despite their defeat, encouraged rebellion by leaving them as alternative rulers for the discontented. • Answers might consider the consistent problem of popular discontent over the lack of law and order, the economy and taxation which provided support for revolt. • Answers might consider the alienation of the French and their support for English rebels.		• 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.

Question			Answer	Mark	Guidance
3*			‘Henry VII’s limited claim to the throne was the most important factor undermining his rule in rule in England during the years from 1485 to 1509.’ How far do you agree? In arguing the limited claim was the most important factor: • Answers might consider the limited nature of his claim, the unexpected nature of his accession, and the persistence of rebellion. • Answers might consider the difficulty of controlling supposedly weak opponents such as Warbeck. • Answers might consider the importance of dynastic considerations to Henry’s foreign policy and his policy towards the nobility. • Answers might consider the weakness of the Tudor dynasty at the time of Henry’s death. In arguing other factors were more important: • Answers might consider the ultimately successful establishment of stable dynastic rule, the strengthening of the Tudor claim by Henry VII’s marriage as well as the significance of that marriage’s delay. • Answers might consider the unpopularity of Henry VII’s treatment of his nobility.	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels, candidates will focus on weighing up the significance of factors but at Level 4, may simply list factors. • At Level 5 and above there will be judgement as to relative importance. • At higher levels candidates might establish criteria against which to judge factors. • 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.

Y105/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			• Answers might consider the King's unpopular financial policy and rebellions such as those in Yorkshire and Cornwall. • Answers might consider the accusation of a lack of real innovation on the part of the King and a continued reliance on personality.		

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>
	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 generalized 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.

	<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.
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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