



**GCE**

**History A**

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

A Level

**Mark Scheme for June 2022**

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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

Y105/01

Mark Scheme

June 2022

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.

- 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.
- 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.*
- 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

Y105/01

Mark Scheme

June 2022

## 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 the actions of Richard, Duke of York, during the period from 1450 to 1455, reveal him to have been an essentially able and loyal figure.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view</b>, answers might consider the that the source praises the Duke of York for his rule in France, Ireland and his protectorate of England, whilst excusing him from any responsibility for the loss of England’s French lands.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might point out that the Chronicle was completed during the reign of Edward IV.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might suggest that York’s career during these years was essentially successful and that, despite justifiable grievances against the Crown, he did not seek the throne until, arguably, being forced to do so at the end of the decade.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might suggest that, according to this source, York was certainly not loyal, since it states he was a traitor who actively conspired to seize the throne by using his descent from the Mortimers.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might suggest that the source originates (many years later) from a royal court which was of Lancastrian descent and well-known for its anti-Yorkist propaganda.</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>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers might argue both that Somerset had signally failed in France and was certainly heavily involved in factional manoeuvring, and that York made no claim to the throne before October, 1460, and shocked his closest allies when doing so.</li>   <li>• <b>In discussing how Source C does and does not support the view</b>, answers might suggest that this source provides clear evidence of York's loyalty, stating he was his true liege man, but it also questions the king's use of Somerset.</li>   <li>• <b>In discussing the provenance of Source C</b>, answers might point out this source originates from Richard and is an open letter to Shrewsbury in which he would be stressing his loyalty knowing it would be seen by the king and in an attempt to win support for his cause.</li>   <li>• <b>In discussing the historical context of Source C</b>, answers might consider that York raised a force and marched towards London. He did continue to profess his loyalty, having previously sworn an oath of loyalty in January. However, he failed to gain noble support and the king raised a force which met him at Dartford, where York was forced to swear another oath of allegiance.</li>   <li>• <b>In discussing how Source D does support the view</b>, answers might suggest that in the source the King himself makes clear York's honour has been wrongly impugned by rumour and that royal agents were again wrong to treat him as disloyal. He confirms his own view of York as both honourable and loyal.</li> </ul>		



Question	Answer	Mark	Guidance
2*	<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source D</b>, answers may point out that this source comes directly from the man whose throne York's enemies believed he was threatening. It was also written long before Henry VI began to display signs of mental incapacity.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might point out that the Cade Rebellion and York's unauthorised return from Ireland following it marked the beginning of doubts concerning York's honour and loyalty. However, this source shows that the king had no doubt about York's loyalty.</li> </ul> <p><b>Richard III was an able ruler.' How far do you agree?</b></p> <p><b>In arguing that Richard III was an able ruler,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the adroit political manoeuvring which enabled him to take the throne in June, 1483, despite being under possible personal threat following the death of his brother in April of that year.</li> <li>• <b>Answers might consider</b> the efficient removal of opposition and the quelling of the Buckingham Rebellion.</li> <li>• <b>Answers might consider</b> the apparently successful rapprochement with Edward IV's widow</li> </ul>	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><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 'how far', but at level 4 may simply list different factors.</li> </ul>

Question	Answer	Mark	Guidance
	<p>and daughters despite usurping the throne of Edward's son.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> the fear of Richard, apparent from both France and Scotland in their support for Henry Tudor, arose from his military reputation.</li> <li>• <b>Answers might argue</b> that Richard was fully aware of the unpopularity of his brother's financial policies and that his promise in 1484 to discontinue the practice of benevolences displayed political acumen.</li> <li>• <b>Answers may examine</b> the judicial reforms of Richard III, referring to the Court of Requests, weights and measures and language, for example.</li> <li>• <b>Answers may refer</b> to Richard's use of the Council of the North which, in various forms, remained in existence until 1641, as well as his clear popularity in the North.</li> <li>• <b>Answers may argue</b> Richard's achievements have been overshadowed by the propaganda of his enemies.</li> </ul> <p><b>In arguing that Richard was not an able ruler,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers may suggest</b> that the circumstances of his accession were so badly handled that he was condemned to failure.</li> <li>• <b>Answers may suggest</b> that the fate of the Princes in the Tower overshadowed any other aspect of the reign and that Richard was guilty of child murder. This may be used to explain his lack of support at Bosworth.</li> </ul>		<ul style="list-style-type: none"> <li>• At level 5 and above, there will be judgement as to whether Richard was an able ruler or not.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of those factors.</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 may suggest</b> that the Buckingham Rebellion and its aftermath saw Richard destroy the Yorkist faction irretrievably.</li> <li>• <b>Answers may comment</b> on Richard's overthrow at the hands of Henry Tudor and the dubious nature of the latter's claim to the throne.</li> <li>• <b>Answers may suggest</b> Richard failed to understand the fundamental need of a fifteenth century king to demonstrate impartiality, and comment on his favour for Northerners.</li> <li>• <b>Answers may suggest</b> Richard also alienated some of that Northern support with his actions following the death of Anne Neville.</li> <li>• <b>Answers may comment</b> on Richard's betrayal of his 1484 promise on benevolences in 1485.</li> <li>• <b>Answers may suggest</b> Richard needlessly alienated France, Brittany and Scotland in 1484 and contrast this with Edward IV's foreign policy in his first reign.</li> <li>• <b>Answers may comment</b> on Richard's military failings at Bosworth.</li> <li>• <b>Answers may examine</b> contemporary opinions of Richard, referring, for example, to that of the French Chancellor.</li> </ul> <p><b>'Royal finances and their administration were Henry VII's greatest domestic achievement'. How far do you agree?</b></p>	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><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>

Question	Answer	Mark	Guidance
	<p><b>In arguing Henry VII's administration of royal finances was his greatest domestic achievement,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Henry's use of bonds and recognisances to control the nobility.</li> <li>• <b>Answers might consider</b> the successful use of parliamentary grants for purposes other than those officially stated such as those granted in 1489 for war against France and in 1496 for war against Scotland.</li> <li>• <b>Answers might consider</b> the quadrupling of revenue from Crown lands during the reign.</li> <li>• <b>Answers might consider</b> the use of the Chamber to administer finance.</li> <li>• <b>Answers might consider</b> the increase in revenue from feudal dues from £350 pa in 1487 to over £6,000 in 1507.</li> <li>• <b>Answers might consider</b> the propaganda value of being able to maintain a lavish court thanks to the success of Henry's financial policies.</li> <li>• <b>Answers might consider</b> the appointment of officials such as Bray, Belknap, Hussey, Empson and Dudley.</li> </ul> <p><b>Answers might contrast</b> the success of financial and administrative policies with other policies and comment, for example, on the difficulties in overcoming Perkin Warbeck and England's diplomatic isolation at the end of the reign.</p> <p><b>In arguing that the administration of royal finances as not his greatest domestic achievement,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that, conversely, finance lay behind the unpopularity of Henry and the increasing problems encountered at the end of his reign.</li> </ul>		<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on 'how far' these were the most successful aspects, but at level 4 may simply list reasons.</li> <li>• At level 5 and above, there will be judgement as to the relative importance the different factors.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of reasons.</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 might refer</b> to the corruption of the financial officers employed by Henry VII and the execution of Empson and Dudley by Henry VIII.</li> <li>• <b>Answers might refer</b> to the serious threat posed by the Cornish and Yorkshire Rebellions, both of which arose from opposition to financial policy.</li> <li>• <b>Answers might suggest</b> that the use of Chamber finance was, in fact, a Yorkist initiative and, initially, had been abandoned by Henry VII who had used the Exchequer.</li> <li>• <b>Answers might refer</b> to Henry's failure to reform the assessment of taxable wealth.</li> <li>• <b>Answers might contrast</b> finance and administration with other areas of policy, arguing these were more successful.</li> <li>• <b>Answers might argue</b> that Henry's acquisition and retention of the throne were, in themselves, a more remarkable achievement, as was the fact that his son succeeded him without difficulty and with a full treasury.</li> <li>• <b>Answers might consider</b> his successful treaties with France (Étaples) and Spain (Medina del Campo) as well as the dynastic alliances with Spain and Scotland.</li> </ul>		

Y105/01

Mark Scheme

June 2022

Question			Answer	Mark	Guidance

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.

	<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 <u>entirely relevant and substantiated</u> .
<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 <u>most part substantiated</u> .
<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 <u>some evidence</u> .
<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. <u>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</u>
<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 <u>and the relationship to the evidence may not be clear</u> .
<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. <u>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</u>
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.



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