



Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y105 England 1445–1509: Lancastrians, Yorkists and Henry VII**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK 50**

**This document consists of 16 pages**

**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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 scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. 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 isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>AO2: 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 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.

Question	Answer	Marks	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that Henry VI was responsible for his own downfall.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does support the view,</b> answers might refer to the weakness of the King in not having advisers of appropriate rank and in allowing this rebellion to occur. But again it could show the influence of ambitious nobles.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might suggest that the appeal was not really quite the rebellious manifesto it appeared, but part of noble strife.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might argue that A might show it was the King's fault because of the weaknesses in 1450 that allowed this revolt and because of the unpopularity of Suffolk; it could also be put in the context of York's ambitions.</li> <li>• <b>In discussing how Source B does not support the view,</b> answers might refer to the fate of this MP for daring to suggest what the King should do as being a sign that the King's position was still respected. However, there is also the point that this impertinence was uttered, showing a weak king.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might comment on the relative impartiality of this report compared with Source C and Source D.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above, 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B,</b> answers might argue that this shows the attempts by the ambitious lords to use Parliament, as Yonge was associated with York. It also reflects contemporary respect for the monarchy.</li> <li>• <b>In discussing how far Source C supports the view,</b> answers might refer to the factional strife, the armed forces deployed and the attempts to influence the King to show that it was not Henry's fault; but the source does show the King to be open to influence and thus weak.</li> <li>• <b>In discussing the provenance of Source C,</b> answers might point to the partisan nature of the account – the 'noble' York and the 'evil' Somerset.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might argue that although Source C argues that the powerful families were more to blame and York's ambition could be shown, the previous weaknesses of the King in allowing this situation to develop might be important.</li> <li>• <b>In discussing how Source D does support the view,</b> answers might refer to the child-like King, who had allowed the queen to get out of control and even to have a child that was not his. There is reference to his mismanaging the finances and foolishly giving away resources.</li> </ul>		

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source D,</b> answers might comment on the hearsay evidence about the queen and the imbalanced hostility to the King, even if this is reasonably contemporary evidence.</li> <li>• <b>In discussing the historical context of Source D,</b> answers might argue that although Source D argues that the King is to blame and there is evidence of debt and obvious failure in the war in France, there is little to justify the rumours and the role of the over-mighty subjects is not to be found here.</li> </ul>		

Question	Answer	Marks	Guidance
2*	<p><b>‘The most important reason for Edward IV’s failure to establish royal authority in the period 1461–1470 was the power of the Earl of Warwick’. How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the power of Warwick was the most important reason</b>, answers might consider the role of Warwick in restoring Henry VI to the throne.</li> <li>• Answers might consider the offices held by Warwick and the power that it gave him.</li> <li>• Answers might consider the role of Warwick in putting Edward on the throne and his subsequent expectations.</li> <li>• Answers might consider Warwick’s loss of pride with the abandonment of the French marriage, and his personality and ambition which drove him into further rebellion.</li> <li>• <b>In arguing that the power of Warwick was not the most important reason</b>, answers might consider Edward’s mistakes, such as his marriage to Elizabeth Woodville.</li> <li>• Answers might consider the role of Margaret of Anjou.</li> <li>• Answers might consider the role of over mighty subjects.</li> <li>• Answers might consider the availability of an alternative monarch in Henry VI who could claim to be the legitimate ruler.</li> </ul>	20	<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 the reasons.</li> <li>• At Level 5 and above, there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels, candidates might establish criteria against which to judge the importance of the 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
3*	<p><b>How successful was the foreign policy of Henry VII?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Henry’s foreign policy was successful</b>, answers might consider his gaining of foreign recognition from powers such as Spain.</li> <li>• Answers might consider his success in defending national security from the challenges of Pretenders.</li> <li>• Answers might consider the success in achieving marriage alliances with Scotland and Spain.</li> <li>• Answers might consider his success in avoiding costly overseas warfare.</li> <li>• <b>In arguing that Henry’s foreign policy was not successful</b>, answers might consider his exclusion from the League of Cambrai.</li> <li>• Answers might consider his failure to preserve the independence of Brittany.</li> <li>• Answers might consider his failure to find a wife after the death of Elizabeth and the problems created with Spain after the death of Arthur.</li> <li>• Answers might consider the problem of Yorkist support in Burgundy.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on ‘how successful’, but at Level 4 may simply list the successes or failures.</li> <li>• At Level 5 and above, there will be judgement as to the relative success of his foreign policy.</li> <li>• At higher levels, candidates might establish criteria against which to judge the success.</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 descriptions in the levels mark scheme.</li> </ul>

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>		30		<b>30</b>
<b>2/3</b>	20			<b>20</b>
<b>Totals</b>	<b>20</b>	<b>30</b>		<b>50</b>

## Summary of updates

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Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.