

GCE

History A

Unit : Y104/01 England 1377 - 1455

Advanced GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the House of Commons was satisfied with the government of the early years of Richard II's minority.</p> <ul style="list-style-type: none"> • In discussing how Source A supports the view, candidates might refer to how the commons granted the taxation requested, showing they were satisfied, although Parliament also made it clear that they expected the government to be frugal. • In discussing the provenance of Source A, answers might comment that the monk was in had some knowledge of events but was opinionated. • In discussing the historical context of Source A, answers might refer to the generally optimistic view of the Commons at the start of the reign. • In discussing how Source B does or does support the view, candidates might refer to how the Commons were eager to improve government because they thought there were evils and perils at hand – there clearly were concerns about how the realm was being governed. • In discussing the provenance of Source B, answers might comment on the source as an official record of events. • In discussing the historical context of Source B, answers might argue that the Commons wanted an input into the make-up of the Council which was governing in the minority. • In discussing how Source C supports the view, candidates might refer to its clear reference to contentment at the close of the Parliament. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above 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.

		<ul style="list-style-type: none">• In discussing the provenance of Source C, answers might argue that the monk was at hand during the meeting of the Parliament and that he takes a view clearly based on the interests of the religious bodies.• In discussing the historical context of Source C, answers might argue that the Parliament was held in Gloucester because the government had become so unpopular in London.• In discussing how Source D does not support the view, candidates might refer to concerns from the Commons about excessive expenditure and the qualities of the men controlling the government, and the fact that parliament is again asking for 'the most capable men in the realm' to be involved in government.• In discussing the provenance of Source D, answers might comment on the official nature of the source as a near verbatim record.• In discussing the historical context of Source D, answers might refer to the serious financial problems which had meant a much smaller expedition was sent to France than had been planned.		
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<p>2*</p>	<p>Mark Scheme Section B</p> <p>‘Lollardy arose from discontent with the Church.’ Assess this view.</p> <p>In arguing that discontent was the main factor</p> <ul style="list-style-type: none"> • Answers might consider that the Lollards criticised the wealth of the Church. • Answers might consider that the Lollards wanted a Bible available in English, which the Church would not permit. • Answers might consider that the Great Schism had led to discontent over the role of the Pope. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider the events of the fourteenth century, such as the Black Death which had undermined religious belief. • Answers might consider the positive appeal of the teachings of Wycliffe. • Answers might consider the role of the Friars in encouraging preaching. • Answers might consider that there was an atmosphere of religious turmoil in which Lollardy flourished. • Answers might suggest that scholars collaborated with local gentry to spread Lollardy. 	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the importance of the factors; but at Level 4, may simply list the factors. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reasons. • 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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3*		<p>Assess the reasons why the English found it hard to defeat the French in the Hundred Years' War after 1429.</p> <p>In arguing that the reasons lay largely with the English,</p> <ul style="list-style-type: none"> • Answers might consider that the minority of Henry VI weakened the government. • Answers might consider that when Henry came of age he was not interested in fighting and made a poor peace with the French. • Answers might refer to the role of ineffective generals such as Suffolk. • Answers might refer to continual financial problems over the funding of the war. • Answers might argue that as the war was unsuccessful its popularity waned. <p>In arguing that the reasons can be found in France,</p> <ul style="list-style-type: none"> • Answers might consider the role of Joan of Arc in boosting French morale. • Answers might consider the position of the Dauphin and the authority of the coronation at Reims. • Answers might suggest that the loss of the alliance with Burgundy was a game-changer. • Answers might suggest that the behaviour of English troops in France had made them very unpopular there. • Answers might consider that the occupation of much of France by an alien power would always be difficult to maintain. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will be focus on weighing up the importance of the factors: but at level 4, may simply list the reasons. • At Level 5 and above there will be judgement as to which reason(s) are the most vital. • At higher Levels candidates might establish criteria against which to judge the relative importance of the different 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 descriptions in the levels mark scheme.
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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.

	<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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