

GCE

History A

Y104/01: British period study and enquiry: England 1377-1455

A Level

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2024

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 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 RM Assessor 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 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 or the RM Assessor 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:

- 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 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.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor 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
	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

Annotation	Meaning
S	Synthesis
E	Continuity/Change

Question			Answer	Mark	Guidance
1			<p>‘Finance was the main challenge facing the Councils during the period from 1377 to 1380. Use the four sources in their historical context to assess how far they support this view.</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, answers may argue that, although the Commons granted the king money, they made it clear that they did not expect to be asked for any more, and thought Richard’s own resources should suffice, which is why the Commons appointed representatives to oversee the spending of the money • In discussing the provenance of Source A, answers may suggest that Thomas of Walsingham had knowledge of almost all that happened and so is reliable, and (as he was writing at the start of the reign) he was hopeful that the Councils would solve all the problems so was more optimistic • In discussing the historical context of Source A, answers may refer to the fact that the country was involved in several conflicts in Europe, which cost money, and there had been peculation in the latter days of Edward III. Alice Perrers was accused of this by the Commons and her goods confiscated, whilst the Council tried to limit grants to individual councillors, suggesting they too saw finance as a challenge. 	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.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • In discussing how Source B does not support the view, answers may argue that the war in Gascony was a serious challenge, shown by the appointment of a high-ranking noble to go there, a challenge worsened by a shortage of ships. The actions of the townsmen of Bordeaux show both the urgency and the desperation of the situation. • In discussing the provenance of Source B, answers may suggest that the Anonimale Chronicle is particularly well-informed about the war with France and the details about events in Bordeaux suggest reliability. • In discussing the historical context of Source B, answers may refer to how the eventual arrival of Neville in Gascony led to renewed fighting, but other expeditions to France were unsuccessful and John of Gaunt was blamed • In discussing how Source C does not support the view, answers may argue that issues with the war in France continued to be a challenge, the plundering of the country by men who should have been fighting created further problems for the government as did grumbling among the people • In discussing the provenance of Source C, answers may suggest that the Chronicle may have been written at Peterborough, a reasonably central location and so might be well-informed, 		

Question			Answer	Mark	Guidance
			<p>especially as it was written very close to the events it describes</p> <ul style="list-style-type: none"> • In discussing the historical context of Source C, answers may refer to how John of Gaunt was first criticised for cavorting in the countryside with Katharine Swynford when he should have been fighting the French. When Gaunt did finally go to fight he was unsuccessful in his plans to capture St Malo, and was reprimanded by the council for his incompetence, a further challenge for the government. • In discussing how Source D partly supports the view, answers may argue that the fact that the lords discussed finance at length shows it was a challenge, especially as they were aware that people found tenths and fifteenth very burdensome and they did not want to provoke taxpayers into rebellion. Their decision on the groats as the fairest tax all round, showing how much of a challenge finance was. • In discussing the provenance of Source D, answers may suggest that the Parliamentary Rolls are an accurate account of what went on in Parliament, although they are concerned to present the lords as doing their best in a difficult situation. • In discussing the historical context of Source D, answers may consider that the Commons had been asked for £160 000, which they felt was 		

Question			Answer	Mark	Guidance
			outrageous and so they had asked the lords for advice, since they were reluctant to take responsibility for raising the sum. The fact that the levy of four to five groats per person was the poll tax which sparked the Peasants' Revolt underlines how great a challenge finance could be.		

Question			Answer	Mark	Guidance
2*			<p>'Henry IV was more secure on his throne after 1408 than before.'</p> <p>How far do you agree?</p> <p>In arguing that he was more secure after 1408, answers could suggest:</p> <ul style="list-style-type: none"> • Answers could suggest that the Percy rebellion of 1405 was the last serious rebellion against Henry IV and it was defeated by 1408 • Answers could suggest that the king of Scotland was a prisoner in England • Answers could suggest that Richard II was long since dead and the succession to the throne was secure • Answers could suggest that Henry's financial position had eased • Answers could suggest that he had dealt with the Lollards 	20	<p>How far do you agree?</p> <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 factors but at Level 4, may simply list events. • At Level 5 and above there will be judgement as to whether Henry was more secure or not. • At higher levels candidates might establish criteria against which to judge the extent of security factors.

Question			Answer	Mark	Guidance
			<p>In arguing that he was less secure,</p> <ul style="list-style-type: none"> • Answers could suggest that Henry was ill and a council had to assume power • Answers could suggest that there were divisions on the Council between Arundel and Prince Henry • Answers could suggest that conflict between Henry and his son weakened the crown • Answers could suggest that rumours grew that Richard II was still alive and would return, showing Henry's position was weaker 		<ul style="list-style-type: none"> • 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*			<p>Assess the reasons for English success in the war against France in the period from 1415 to the Treaty of Troyes 1420.</p> <p>Answers might argue that French weaknesses were the most important reason:</p> <ul style="list-style-type: none"> • Answers might suggest that the French were demoralised by defeat at Agincourt and so easier to defeat • Answers might suggest the number of French nobles killed and capture of the Duke of Orleans at Agincourt impacted later resistance • Answers might suggest that the Civil War in France between Burgundians and Orléanists weakened French resistance • Answers might suggest wet conditions impeded the French cavalry at Agincourt and because the field of battle was narrow • Answers might suggest the French were over-confident, many nobles placed themselves at the front of their troops • Answers might suggest the capture of Harfleur weakened French maritime defences <p>Answers might argue other reasons were more important:</p> <ul style="list-style-type: none"> • Answers might suggest that Henry V won the battle of Agincourt largely as a result of his superiority in archers 	20	<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 higher levels, candidates will focus on weighing up the importance of reasons but at Level 4, may simply list what happened. • At Level 5 and above there will be judgement as to which reasons were the more important. • At higher levels candidates might establish criteria against which to judge importance. • 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
			<ul style="list-style-type: none"> • Answers might suggest that in 1416 the English secured the safety of Harfleur and so had control of a port, making invasion easier • Answers might suggest that in 1417 Henry had a large force and sound commanders • Answers might suggest that Henry advanced very rapidly and outmanoeuvred the French • Answers might suggest success at Agincourt allowed Henry to raise a sizeable force and reinforcements joined each year • Answers might suggest Henry's policy encouraged conquest as the granting of lands to soldiers increased support • Answers might suggest that the murder of Jean sans Peur at Montereau meant Burgundy moved to an alliance with Henry which strengthened his hand at Troyes • Answers might suggest forces in 1415 were more evenly matched than was once thought • Answers might suggest that Henry's betrothal to Catherine was part of a triumphant treaty 		

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.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.