

GCE

History A

Y104/01: England 1377-1455

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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Annotations

Annotation	Meaning of annotation
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

Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that the greatest challenge for the government in the period from 1377 to 1380 was the threat of France?</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, candidates might refer to the hostility of Lancaster and to his retreat to his castle, which could appear threatening. • In discussing the provenance of Source A, answers might comment that the monk writing the chronicle was generally well-informed and a major source for this period. • In discussing the historical context of Source A, answers might refer to the challenge which Lancaster represented as he was the next heir to the throne, while Richard, as a minor, had no direct heirs. • In discussing how Source B does and does not support the view, candidates might refer to failure to make a treaty with the French, but also to the fact of a Scottish attack on Roxburgh, although this was partially offset by Henry Percy's actions. • In discussing the provenance of Source B, answers might comment on the fact that parts of this account give information which is not in any other source. • In discussing the historical context of Source B, answers might argue that though a treaty with France was desirable, it was better to avoid bad terms, so the government met the challenge. They 	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> 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.

		<p>also took rapid action over Scotland and mobilised a large force. Percy's loyalty was sometimes in doubt so his response here was welcome.</p> <ul style="list-style-type: none"> • In discussing how Source C does and does not support the view, candidates might refer to the tremendous damage being done by the French to a series of important ports but also to the prevention of the capture of Southampton by the prompt action of Arundel, sent there by the council. • In discussing the provenance of Source C, answers might refer to the care taken by Froissart in ensuring his information was accurate and to his access to court circles. • In discussing the historical context of Source C, answers might refer to the extent of the damage from these raids – Rye took years to recover – and the other towns were 'considerable places.' But the defence of the Solent prevented the French from getting a bridgehead for invasion. • In discussing how Source D does not support the view, answers might refer to the careful provision being made by the Commons for the government in the minority. • In discussing the provenance of Source D, answers might comment on the obvious reliability of the Parliamentary Rolls. • In discussing the historical context of Source D, answers might argue that the fact that the Commons made these recommendations suggests that they were concerned that the government should not fall into undesirable hands nor that any one group should monopolise power. By making these provisions they met the challenge they faced, but it might also be 		
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<p>2*</p>		<p>suggested that, in medieval England, any minority presented serious challenges.</p> <p>How successfully did Henry IV overcome the problems which he faced?</p> <p>In arguing that Henry IV was successful,</p> <ul style="list-style-type: none"> • Answers might consider that he dealt with the problem of Richard II and so removed a focus of plots. • Answers might consider that Henry dealt successfully with a series of plots and rebellions, such as the Epiphany Plot, the rising of Glyndwr and acted very promptly to deal with the Percy rebellion in 1405. • Answers might consider the defeat of the Scots at Homildon Hill. • Answers might consider that Henry generally worked well with Parliament, because he was dependent on them for finance. • Answers might argue that Henry took firm action to deal with the Lollards. <p>In arguing that Henry was not successful,</p> <ul style="list-style-type: none"> • Answers might consider the recurrence of rebellion over the first decade of his reign. • Answers might argue that Henry was never secure financially as he had heavy expenses in dealing with rebellions and the Scots and spent a good deal on patronage to keep barons loyal. • Answers might consider that Henry did not succeed in keeping the factional struggles of his later years under control. • Answers might consider that the circumstances of his accession meant Henry faced the problem that some saw him as an illegitimate ruler, and he could not overcome this. 	<p>20</p>	<p>The indicative content lists features of the period studied that relate to the question set.</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 degree of success; but at Level 4, may simply list what Henry did. • At Level 5 and above there will be judgement as to the whether Henry was successful or not. • At higher levels candidates might establish criteria against which to judge the degree of success. • 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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<p>3*</p>	<p>‘The main reason for discontent in 1450 was the behaviour and actions of the Duke of Suffolk.’ How far do you agree?</p> <p>In arguing that the duke of Suffolk was the main cause,</p> <ul style="list-style-type: none"> • Answers might consider that Suffolk had taken the dominant role in Henry VI’s council so was easily blamed for anything that went wrong. • Answers might consider that Suffolk was seen as aiming for a monopoly of power and personal aggrandisement. • Answers might refer to the way Suffolk was seen as supplanting the royal dukes, the natural advisers to the king. • Answers might suggest that Suffolk was credited with high levels of taxation for a war which was a failure. • Answers might argue that Suffolk was associated with the unpopular peace policy of Henry VI. <p>In arguing that there are other explanations,</p> <ul style="list-style-type: none"> • Answers might suggest that there was a distinct decrease in law and order, with clashes between noble factions. • Answers might consider the failures in the war, which led to the loss of nearly all the lands in France. • Answers might suggest that Henry VI was not blameless, although popular opinion was reluctant to criticise the king. His use of patronage led to discontent. 	<p>20</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 be focus on weighing up the importance of the reasons but at level 4, may simply list the causes of discontent. • 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 explanations. • 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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			<ul style="list-style-type: none"> • Answers might argue that Cade's rebellion focused on a range of issues and wanted a bigger role for Richard of York. 		
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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 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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