

**GCE**

**History A**

Unit **Y101**: Y101/01 Alfred and the Making of England 871 - 1016

Advanced GCE

**Mark Scheme for June 2018**

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

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

## Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that King Alfred's reform of learning was for religious reasons.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A supports the view,</b> candidates might refer to Fulco's stress on the need for reform of the ecclesiastical order.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might comment that Fulco as an archbishop is bound to emphasise the religious aspects of the reforms, although he does also consider that peace from Viking invasions could be another result.</li> <li>• <b>In discussing the historical context of Source A,</b> answers might refer to the links between Fulco and Alfred and Alfred's possible stay at Reims when he went to Rome.</li> <li>• <b>In discussing how Source B supports the view,</b> candidates might refer Alfred's need for God's help and the need for learned men joining the priesthood; but note also that his references to learning being necessary and preferably in English are more secular in nature.</li> <li>• <b>In discussing the provenance of Source B,</b> answers might comment on Alfred obviously being reliable as a Source.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might argue that the <i>Pastoral Care</i> was a book of advice, which was often taken as being for churchmen, although it had secular uses as well, in that it applied to those in authority.</li> </ul>	30	<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 of the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing how Source C does not support the view</b>, candidates might refer to Alfred's desire for learning, even though he could not read at that point.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that the monk was especially favourable to Alfred as a close friend and biographer.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might refer to the presence of scholars at court, such as Werferth, Plegmund, Aethelstan and Werwulf, who were all churchmen.</li> <li>• <b>In discussing how Source D does not support the view</b>, candidates might refer to the mention of the liberal arts and literature, although the final sentence has a religious link.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might comment on the author being a monk and so more likely to emphasise religious motives, thus making this seem reliable.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the reputation of Alfred as a patron of learning, which had grown by the time William was writing.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2*	<p><b>Section B</b></p> <p><b>How successful were Edgar's reforms in government and administration?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the reforms were successful</b> answers might consider that Edgar introduced law codes, which insisted all his subjects followed the same laws and thus promoted stability.</li> <li>• Answers might consider that by using his bishops, abbots, ealdormen and thegns in his administration he helped to ensure its success, as it was in their interests to rule fairly.</li> <li>• Answers might consider that by standardising the coinage Edgar was extending central control over England and so enhancing his authority.</li> <li>• <b>In arguing that some reforms were less successful</b>, answers might consider that Edgar's reliance on some key figures like Aelfhere was a drawback.</li> <li>• Answers might consider that Edgar was too authoritarian which led to a backlash after his death.</li> <li>• Answers might consider that Charter evidence suggests there were increasing rivalries between the leading families in the administration.</li> <li>• Answers might consider that the Church won a degree of independence, especially where shipsoke was introduced.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the degree of success; but at Level 4, may simply list them.</li> <li>• At Level 5 and above there will be judgement as to the relative success.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the achievement.</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 of the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>Assess the reasons for the instability of Aethelred's reign?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Danish strength was the main factor for the instability</b>, answers might consider the leadership provided by men like Thorkell the Tall, Sweyn and Cnut, which challenged Aethelred.</li> <li>• Answers might consider that the Danes were focused on England in larger numbers because of greater resistance on the European mainland and so were more of a problem.</li> <li>• Answers might argue that the Danish fleets were well organised and trained and more co-ordinated than previously and so more of a threat.</li> <li>• Candidates might refer to the reasons for the defeat at Maldon, which was a turning point.</li> <li>• <b>In arguing that other factors were vital</b>, candidates might consider that by paying tribute to the Danes, Aethelred simply encouraged them to return and cause instability.</li> <li>• Answers might consider that Aethelred faced internal strife as in Wessex in 992.</li> <li>• Answers might suggest that Eadric Streona caused havoc by deserting in 1014-15.</li> <li>• Answers might suggest that a row between Brihtric and Wulfnoth led to the loss of part of the royal fleet.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the importance of the reasons for instability, but at level 4, may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to which reason(s) are the most vital.</li> <li>• At higher Levels candidates might establish criteria against which to judge the impact 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 of the mark scheme.</li> </ul>

**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>
	<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.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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