

GCE

History A

Unit Y103/01: England 1199 - 1272

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
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

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 John had little success in fighting in France.</p> <ul style="list-style-type: none"> • In discussing how Source A does not support the view, candidates might refer to how John had moved very quickly to end the siege at Mirebeau. • In discussing the provenance of Source A, answers might comment that John was writing in an exuberant mood. • In discussing the historical context of Source A, answers might refer to the way in which John took his enemies very much by surprise with his rapid response. • In discussing how Source B supports the view, candidates might refer to how the barons deserted John and attacked his castles. • In discussing the provenance of Source B, answers might comment on the source as being largely reliable as Coggeshall got information from visitors to his abbey. • In discussing the historical context of Source B, answers might argue that one of John's big mistakes was to refuse to let des Roches deal with the prisoners after Mirebeau as he had originally promised. • In discussing how Source C supports the view, candidates might refer to its implication that John's barons had remained loyal when he was fighting with vigour, but his inertia meant they deserted him and contributed to his failure. 	30	<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 of the mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might argue that Roger of Wendover was hostile to John and the rumour about sorcery had no foundation. • In discussing the historical context of Source C, answers might suggest that there is some mystery as to the real reason why John was so unwilling to act. • In discussing how Source D supports the view, candidates might refer to how it backs up Source C in showing the cause was not lost, as the castellans remained loyal, but that John would not take decisive action. • In discussing the provenance of Source D, answers might argue that the monk was especially hostile to John, using Wendover as his basic text and then adding items which were more critical. • In discussing the historical context of Source D, answers might argue that the castellans soon saw that Philip would be a preferable master to John and so deserted. 		

Question	Answer/Indicative content	Mark	Guidance
2*	<p>Section B</p> <p>‘Henry III governed as an absolute monarch.’ Assess this view of Henry III’s rule up to 1250.</p> <ul style="list-style-type: none"> • In arguing that Henry was an absolutist, answers might consider how Henry conveyed the impression that he owed his power to God alone, reflected in the ceremonies when Edward the Confessor’s shrine was dedicated. • Answers might consider that the rebuilding of Westminster Abbey was another indication of his views. • Answers might consider that Henry’s court emphasised his autocracy. • Answers might argue that Henry bypassed the Council of State by using an inner Council. • Answers might refer to the ways in which Henry took control of the local administration. • In arguing that Henry was not an absolutist, answers might consider that the barons met regularly in the Great Council to discuss affairs of state. • Answers might consider that the barons were able to control the granting of taxation. • Answers might consider that the nobles could access the king at court and influence him that way. • Answers might suggest that the barons called for reforms in local government to curb royal power. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up different views but at Level 4, may simply list the views. • At Level 5 and above there will be judgement as to the relative importance of the views. • At higher levels candidates might establish criteria against which to judge the importance of the views. • 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 of the mark scheme.

Question	Answer/Indicative content	Mark	Guidance
3*	<p>How successfully was the government in England reconstructed after 1265?</p> <ul style="list-style-type: none"> • In arguing that the government was successfully reconstructed answers might consider that most of those who had lost their lands were able to recover them and so their loyalty was gained. • Answers might consider that the king showed himself ready to accept many of the reforms of 1258-63 and so this marked a real change of heart by Henry. • Answers might refer to the use of Parliament to raise taxes and to the inclusion of knights and, on a single occasion, burgesses, showed the king realised he had to consult more widely. • Answers might argue that the king reissued Magna Carta which was a good way to suggest he was set on a new path. • In arguing that the reconstruction was not successful, candidates might consider that the relationship between the earl of Gloucester and the Lord Edward undermined the reconstruction. • Answers might consider the demand for taxation for the Crusade led to some doubts about the success of the reconstruction. • Answers might suggest that opponents of the regime exploited the stories of miracles at Evesham to undermine the reconstruction. • Answers might suggest that former enemies of the king were not always fully reconciled as Henry was often contradictory in the ways he tried to get their support. 		<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up how successful the reconstruction was; but at level 4, may simply list the changes. • At Level 5 and above there will be judgement as to success. • At higher Levels candidates might establish criteria against which to judge 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 descriptions in the levels of the mark scheme.

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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