



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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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

## MARK SCHEME 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 found it difficult to defeat the Danes.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does not support the view</b>, candidates might refer to the backing Alfred received, which suggests he did not have a problem.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the Anglo-Saxon Chronicle was a near-contemporary view but was also very much in favour of Alfred as he had instigated its compilation.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to how Alfred seems to be wholly victorious at this time and that Guthrum did indeed receive baptism a few weeks later.</li> <li>• <b>In discussing how Source B does not support the view</b>, candidates might refer to the making of the treaty and its securing of peace, showing that Alfred had solved a problem.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the way the Peace takes the English viewpoint.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that the peace treaty did not refer to the boundaries with Mercia and left the Mercians to defend themselves, which indicates Alfred had not solved all the problems.</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 mark scheme.</li> </ul>

<p>2*</p>		<p><b>Mark Scheme Section B</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C does support the view</b>, candidates might refer to the complete control the Danes had achieved and the contrasting plight of Alfred. They could point out that Alfred was not entirely without aid, so his position was not one of unqualified gloom.</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 this period as the worst Alfred endured and that it was brief.</li>   <li>• <b>In discussing how Source D does support the view</b>, candidates might refer to the impossibility of making the Danes keep their promises.</li> <li>• <b>In discussing the provenance of Source D</b>, answers might comment on the author being a monk and so particularly incensed by perfidy among the Danes, referred to as pagans.</li> <li>• <b>In discussing the historical context of Source D</b>, answers might refer to the contrast between 876 when the treaty could not be enforced and 878 when it could and the events which had caused this difference.</li> </ul>	<p>20</p>	<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 Aethelflaed but at Level 4 may</li> </ul>
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		<p><b>“Edward the Elder’s success depended on the help he was given by his sister, Aethelflaed.’ Assess this view.</b></p> <p><b>In arguing that help from Aethelflaed was the main factor:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Aethelflaed had been ruling Mercia while her husband was ill and so was an experienced monarch.</li> <li>• <b>Answers might consider</b> that Aethelflaed probably led her forces in person and contributed to their success, thus allowing Edward to concentrate on Wessex.</li> <li>• <b>Answers might consider</b> that Aethelflaed built burhs and defended Mercia well, guarding the west and north, while Edward defended the east.</li> <li>• <b>Answers might argue</b> that Edward’s successor, Aethelstan, had been brought up by Aethelflaed and so this contributed to the continuation of his work after his death.</li> </ul> <p><b>In arguing that there were other explanations:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Edward was largely responsible for defeating other claimants to the throne at the start of his reign.</li> <li>• <b>Answers might consider</b> problems posed by the disloyalty of the East Anglians and the need for Edward to fight a major battle to deal with them.</li> <li>• <b>Answers might consider</b> that Edward was lucky in that rivals were killed in the fighting.</li> <li>• <b>Answers might consider</b> that Edward may have felt his sister was too independent as he took Mercia over and ruled it directly after she died.</li> <li>• <b>Answers might argue</b> that after the death of Aethelflaed Edward alone was acknowledged by Welsh and northern rulers.</li> </ul>		<p>simply list what each ruler did.</p> <ul style="list-style-type: none"> <li>• At Level 5 and above there will be judgement as to the relative importance of Aethelflaed.</li> <li>• At higher levels candidates might establish criteria against which to judge that relative importance.</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 mark scheme.</li> </ul>
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3*	<p><b>Was Edgar a more effective reformer of the Church or of the government administration?</b></p> <p><b>In arguing that it was the Church reformation:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the encouragement given to Aethelwold and Oswald allowed monks who were considered corrupt to be expelled and new foundations established.</li> <li>• <b>Answers might consider</b> that the influence of the refounded abbeys such as Ely was very strong, and they set up sister houses.</li> <li>• <b>Answers might argue</b> that the <i>regularis concordia</i> of St Dunstan established a pattern for monastic houses and recognised the role of Edgar by name.</li> </ul> <p><b>In arguing that it was the work in the administration:</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the shire system drawn up by Edgar has lasted more or less to the present.</li> <li>• <b>Answers might consider</b> that Edgar continued the development of the writ as the basic tool of government.</li> <li>• <b>Answers might suggest</b> that the royal control of the mint ensured stability in the currency, so much so that sterling was often used in continental Europe.</li> <li>• <b>Answers might suggest</b> that the administrative reforms played a large part in making England into a unified state.</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 how the relative significance of the reforms in each area but at level 4 may simply list the reforms.</li> <li>• At Level 5 and above there will be judgement as to which area of reform was the most effective.</li> <li>• At higher Levels candidates might establish criteria against which to judge 'effective'.</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 descriptions in the levels mark scheme.</li> </ul>
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