

GCE

History A

Unit : Y103/01 England 1199 - 1272

Advanced GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME 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 the barons rebelled because John disregarded accepted customs.</p> <ul style="list-style-type: none"> • In discussing how Source A does and does not support the view, candidates might refer to how the barons argued that John was asking for more than custom allowed, while he maintained he was within his rights, as were granted to his father and his brother. Also, some barons had given, which suggests some did not regard John's requests as unreasonable. • In discussing the provenance of Source A, answers might comment that the chronicler was generally well-informed. • In discussing the historical context of Source A, answers might refer to other reasons for discontent on the part of the Northerners, which contributed to their refusal. • In discussing how Source B supports the view, candidates might refer to the barons tried to justify their position by appealing to past custom, but John refused to recognise their case. • In discussing the provenance of Source B, answers might comment on the source as often being hostile to John. • In discussing the historical context of Source B, answers might argue that the so-called charter of Henry I was used by Stephen Langton as a basis for Magna Carta, but its origins are not altogether clear. • In discussing how Source C does not entirely 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above 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>support the view, candidates might refer to its implication that John's unjust behaviour broke all customs and he was encroaching on traditional hunting rights.</p> <ul style="list-style-type: none">• In discussing the provenance of Source C, 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 C, answers might suggest some specific examples of oppressing such as William de Briouze.• In discussing how Source D supports the view, candidates might refer to the concessions which John made, thus implying he had been departing from accepted customs.• In discussing the provenance of Source D, answers might comment on the official nature of the source.• In discussing the historical context of Source D, answers might refer to the position of John in 1215, whereby he had to agree to the Charter to extricate himself from an impasse.		
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2*		<p>Mark Scheme Section B</p> <p>How significant were the French wars in leading to discontent with Henry III's rule up to 1232?</p> <p>In arguing that the French wars were the main factor</p> <ul style="list-style-type: none"> • Answers might consider that the invasion of 1230 was not successful. • Answers might consider that the wars led to a need for higher taxation. • Answers might consider that the wars allowed Hubert de Burgh to dominate the government and he was unpopular. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider the resentment of the role of absentee Italian clergy. • Answers might consider that raising of the fortieth was resented. • Answers might consider the appointment of de Rivallis as sheriff in many counties led to alarm. • Answers might consider the role of the Friars in encouraging preaching. • Answers might consider that some government actions appeared to threaten Magna Carta. • Answers might suggest that Henry's weakness and poor judgement was much to blame. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the importance of the factors; but at Level 4, may simply list the factors. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reason. • 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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3*		<p>How far was Simon de Montfort responsible for his failure to hold on to power between 1263 and 1265?</p> <p>In arguing that de Montfort was responsible,</p> <ul style="list-style-type: none"> • Answers might consider that some saw his rule as bringing England closer to anarchy. • Answers might consider that de Montfort gained lands and endowed his family and so lost baronial support. • Answers might refer to de Montfort's attempts to win over lesser barons, which were not very successful. • Answers might argue that de Montfort's refusal to accept the Mise of Amiens was a crucial error. • Answers might consider that the death of de Montfort's son was the final blow to his hopes. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider that de Montfort had a narrow power base and could not extend it. • Answers might consider the role of the Lord Edward. • Answers might suggest that public opinion rallied to the side of Henry III. • Answers might suggest that the defection of the Earl of Gloucester weakened de Montfort. • Answers might consider that de Montfort struggled to achieve any legitimacy for his regime, despite victory at Lewes. • Answers might indicate that his defeat at Evesham was decisive. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the reasons for de Montfort's loss of power: but at level 4, may simply list the changes. • 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 relative significance of the reasons. • 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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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>A02: 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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