



Oxford Cambridge and RSA

AS Level History A

Unit Y133

England 1199–1272

Sample Question Paper

Version 0.16

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



| | | | | | | | | | | | |
|----------------------|--|--|--|--|--|--|-------------------------|--|--|--|--|
| First name | | | | | | | | | | | |
| Last name | | | | | | | | | | | |
| Centre number | | | | | | | Candidate number | | | | |

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions in Section A and **one** question in Section B.
- Write your answer to each question on the Answer Booklet
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A**King John**

Study the three sources and then answer **both** questions.

- 1 Use your knowledge of John's campaigns in Normandy to assess how useful source B is as evidence for the death of Arthur.

[10]

- 2 Using these three sources in their historical context, assess how far they support the view that the years 1202–1203 were a disaster for John.

[20]

Source A: John writes to the English barons about events at Mirebeau.

Know that by the grace of God we are safe and well and God's mercy had worked wonderfully with us. Before the feast of St Peter ad Vincula, we were on the road to Chinon and heard that the lady our mother was besieged at Mirebeau, and we hurried there as fast as we could, arriving on the feast of St Peter ad Vincula. There we captured our nephew Arthur, whom William de Briouze delivered to us. As well as Geoffrey de Lusignan, Hugh le Brun, Andrew de Chauvigni, the viscount of Chateleraut, and all our other Poitevin enemies who were there, being upwards of two hundred knights, and none escaped. God be praised for our happy success.

John's letter was recorded in the account of a chronicler (Radulphi de Coggeshall Chronicum Anglicanum)

Source B: An account of the death of Arthur.

King John had captured Arthur and kept him alive in prison for some time in the castle of Rouen. After dinner on the Thursday before Easter, when John was drunk and possessed by the devil, he slew him with his own hand, and tying a heavy stone to the body cast it into the Seine. It was discovered by a fisherman in his net, and being dragged to the bank and recognised, was taken to the priory of Bec for secret burial, in fear of the tyrant.

An account from the chronicles of the monks of Margam, Wales. The Briouzes were patrons of the abbey and William de Briouze had captured Arthur

Source C: A contemporary biographer of one of John's trusted advisors comments on John's decision to leave Normandy.

The king stayed but a short time in Rouen and said that he intended to go to England to seek counsel and help from his barons, saying that he would return immediately. As he took the queen with him many feared that he would stay in England until too late. On the first night he slept at Bonneville, not in the town, but in the castle for he feared treason. Indeed he had been warned that most of his barons had sworn to hand him over to the king of France, and though he pretended to be unaware of their intention, he kept well away from them.

The biographer of William Marshal, writing about 1219–1220

Section B

Henry III and Simon de Montfort 1216–72

Answer **ONE** question.

EITHER

3* Assess the impact of Henry III's minority on the government of England.

[20]

OR

4* 'The most important reason for the challenge to Henry III's power in 1258 was the reduction in power of local government.' How far do you agree?

[20]

BLANK PAGE

BLANK PAGE

BLANK PAGE

Copyright Information:

Source A, B, C: Adapted from: Warren, W.L. (1997), *King John*. Yale University Press, UK. © 1961, 1978 W. L. Warren. Reproduced with permission of the licensor through PLS Clear.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Oxford Cambridge and RSA

...day June 20XX – Morning/Afternoon

AS Level History A

Unit Y133 England 1199–1272

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 50

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|------------|---------|
| | |
| | |
| | |
| | |
| | |
| | |

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

| | |
|---------------------------------|---|
| | <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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10] |
| Level 5 9–10 marks | The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question. |
| Level 4 7–8 marks | The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed. |
| Level 3 5–6 marks | The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question. |
| Level 2 3–4 marks | The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question. |
| Level 1 1–2 marks | This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question. |
| 0 marks | No evidence of understanding or reference to the source. |

| | |
|----------------------------------|---|
| | <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 2: How far do the three sources support the view? [20] |
| Level 5 17–20 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 the issue in the question. There may be some imbalance in the analysis between use of provenance and use of knowledge. |
| Level 4 13–16 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 9–12 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 5–8 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 1–4 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 3 and 4: Essay [20] |
| Level 5 17–20 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 13–16 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 9–12 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 5–8 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 1–4 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. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 1 | <p>Use your knowledge of John’s campaigns in Normandy to assess how useful source B is as evidence for the death of Arthur.</p> <ul style="list-style-type: none"> • In discussing how Source B is useful, answers might consider that it states that John murdered Arthur when he was drunk and possessed by the devil, suggesting that John’s treatment of Arthur was harsh. • Answers might consider that Source B gives a detailed account of how this was carried out, mentioning ‘slew him with his own hand’ and tied a heavy stone to his body. • Answers might consider the provenance of Source B that the source was written by monks and their attitude towards John. • Answers might consider how the monks might have obtained their information and whether receiving patronage from the de Briouze family would impact on what they wrote. • Answers might consider how the source would impact on the reputation of John, particularly with the use of harsh language such as ‘possessed by the devil’ and ‘in fear of the tyrant’. | 10 | <ul style="list-style-type: none"> • No set answer is expected. • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited. • 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 descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 2 | <p>Using these three sources in their historical context, assess how far they support the view that the years 1202–1203 were a disaster for John?</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, answers might refer to the successes in capturing Arthur with the help of William de Briouze and also a substantial number of his enemies so this was not a disaster. • In discussing the provenance of Source A, answers might consider John's insistence on God's support an indication of the need to persuade the Barons to support him, as does his taking the trouble to write to them. • In discussing the historical context of Source A, answers might argue that although A argues for success rather than disaster, it does not consider the aftermath and the disappearance of Arthur or whether the victory was sustained. • In discussing how Source B does or does not support the view, answers might refer to the harsh treatment of Arthur being a disaster for John's reputation. • In discussing the provenance of Source B, answers might consider how far the Welsh monks knew these events to be true and the importance of their links with William de Briouze. | 20 | <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. • 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 descriptions in the levels mark scheme. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • In discussing the historical context of Source B, answers might argue that the rumours about Arthur reduced the achievement at Mirebeau and were in the context of the loss of trust in the King that contributed to the subsequent loss of Normandy. • In discussing how Source C does or does not support the view, candidates might refer to the lack of confidence in John, his fears of disloyalty, his seeming belief that the barons would turn him over to Phillip, showing a disastrous situation. • In discussing the provenance of Source C, answers might consider the date and nature of the source, produced after 1216 and John's struggles with the Barons. • In discussing the historical context of Source C, answers might put the source in the context of John's bad relations with the Barons both in 1202–1203 and subsequently as the source was produced after 1216. John's failure to return immediately could confirm that the source was correct and the departure marked a disastrous loss. | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| 3* | <p>Assess the impact of Henry III's minority on the government of England.</p> <ul style="list-style-type: none"> • In arguing that the minority had a positive impact, answers might consider that it made it easier for the barons to abandon their support for Louis. • Answers might consider the importance of the reissuing of Magna Carta in 1216, 1217 and 1225 which helped to secure peace and deal with the civil war. • Answers might consider the importance of the removal of clauses on kingship and royal government when Magna Carta was reissued. • Answers might consider that the justice was restored with the establishment of a comprehensive eyre and a bench of justices at Westminster. • In arguing that not all problems were solved, answers might consider that the regent looked after his own interests. • Answers might consider the conflict between Peter des Roches and Hubert de Burgh. • Answers might consider how far Hubert was able to do his duty as justiciar and restore crown authority, including crown lands. • Answers might consider the constitutional importance of the minority as it reinforced the view the king should govern with the counsel and consent of his magnates. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the impact of Henry III's minority on government. • At higher levels candidates might establish criteria against which to judge the impact. • 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. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| 4* | <p>‘The most important reason for the challenge to Henry III’s power in 1258 was the reduction in power of local government.’ How far do you agree?</p> <ul style="list-style-type: none"> • In arguing that the reduction in the power of local government was the most important reason, answers might consider the alienation of localities through changes in the structure of central government. • Answers might consider the breakdown in channels of communication between the centre and localities. • Answers might consider that the localities lost rights over sheriffs as the Crown reasserted control after 1230 with Somerset having a Poitevin appointed. • Answers might consider how far the customs and traditions of the counties were challenged and the fiscal demands that resulted. • In arguing that the reduction in power of local government was not the most important reason, answers might consider the intensification of struggles at court. • Answers might consider the economic and social conditions of the time which incited unrest as people were starving. • Answers might consider the power of the Lusignans and the desire of men such as de Montfort, Gloucester, Norfolk, Bigod and Savoy to reduce it. • Answers might consider the importance of the Sicilian affair in provoking the crisis as it was that which had led to the summoning of parliament. | 20 | <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reduction in power of local government. • At higher levels candidates might establish criteria against which to judge 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. |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|---------------|-----------|-----------|-----|-----------|
| 1 | | 10 | | 10 |
| 2 | | 20 | | 20 |
| 3/4 | 20 | | | 20 |
| Totals | 20 | 30 | | 50 |

Summary of updates

| Date | Version | Change |
|---------------|---------|-------------------------------------|
| November 2020 | 0.16 | Updated copyright acknowledgements. |