



Oxford Cambridge and RSA

# AS Level History A

## Unit Y131

### Alfred and the Making of England 871–1016

Sample Question Paper

**Date – Morning/Afternoon**      Version 0.16

Time allowed: 1 hour 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



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<b>First name</b>											
<b>Last name</b>											
<b>Centre number</b>							<b>Candidate number</b>				

#### 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****Alfred the Great**

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

- 1 Use your knowledge of Alfred's campaigns against the Vikings to assess how useful Source A is as evidence of the methods Alfred used to overcome the Vikings.

[10]

- 2 Using these three sources in their historical context, assess how far they support the view that Alfred's success against his Viking opponents was due mainly to his skill as a diplomat and negotiator.

[20]

**Source A: William of Malmesbury, a monk and historian, tells a story of how Alfred acted as a spy to gain knowledge about his opponents.**

Accompanied only by one of his most faithful adherents, Alfred entered the tent of the Danish king under the disguise of a minstrel; and being admitted, as a professor of the mimic art, to the banqueting room, there was no object of secrecy that he did not minutely attend to both with eyes and ears. Remaining there several days, till he had satisfied his mind on every matter which he wished to know, he returned to Athelney.

*William of Malmesbury, Chronicle of the Kings of the English, 1128*

**Source B: A narrative of how Alfred used his navy to confront the Vikings.**

And the same year King Alfred sent a naval force from Kent to East Anglia. As soon as they came to the mouth of the Stour, then met them sixteen ships of Vikings and they fought against them, and captured all the ships, and slew the men. When they were returning homeward with the booty, a great naval force of Vikings met them, and then fought against them on the same day. And in the same year a larger naval force assembled among the Old Saxons; and there was a great fight twice in that year, and the Saxons had the victory; and there were Frisians with them.

*Anglo-Saxon Chronicle, 885*

**Source C: Asser, a monk, writes about the methods Alfred used to win a battle against Vikings at Edington.**

Moving his standards thence the next morning, he came to a place called Edington, and with a close shield-wall fought fiercely against the whole army of the pagans; his attack was long and spirited, and finally by divine aid he triumphed and overthrew the pagans with a very great slaughter. He pursued them, killing them as they fled up to the stronghold, where he seized all that he found outside – men, horses, and cattle – slaying the men at once; and before the gates of the pagan fortress he boldly encamped with his whole army. And when he had stayed there fourteen days and the pagans had known the horrors of famine, cold, fear, and at last of despair, they sought a peace.

*Asser's Life of King Alfred, 893*

**Section B****The Making of England 899–1216**

Answer **ONE** question.

**EITHER**

- 3\*** Assess the reasons for the success of Edward the Elder in dealing with the challenges he faced from 899 to 924.

**[20]**

**OR**

- 4\*** 'Edgar's most important achievement was to improve local government and administration.' How far do you agree?

**[20]**

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**Copyright Information:**

**Source A:** Adapted from J. A. Giles, *William of Malmesbury's Chronicle of the Kings of England From the earliest period to the reign of King Stephen*, Henry G. Bohn, 1847.

**Source B:** Adapted from: Swanton, M (2000), *The Anglo-Saxon Chronicles*, Orion Publishing, London UK. Reproduced with permission from The Orion Publishing Group Ltd., UK.

**Source C:** Adapted from Asser's *Life of King Alfred*, translated by W. H. Stevenson, Oxford University Press, 1904.

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Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**AS Level History A**

**Unit Y131 Alfred and the Making of England 871–1016**

**MARK SCHEME**

**Duration: 1 hour 30 minutes**

**MAXIMUM MARK 50**

**This document consists of 16 pages**

**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>
	<b>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]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section A, Question 2: How far do the three sources support the view? [20]</b>
<b>Level 5</b> 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 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> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 3 and 4: Essay [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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><b>Use your knowledge of Alfred's campaigns against the Vikings to assess how useful Source A is as evidence of the methods Alfred used to overcome the Vikings.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A is useful</b>, answers might consider that Alfred was able to spy on the Viking leaders and discover their likely intentions, the Source specifically mentions how Alfred disguised himself as a minstrel.</li> <li>• Answers might consider that Source A suggests Alfred was brave, but also willing to use any methods to overcome the Viking threat, taking considerable risks with his own life.</li> <li>• Answers might consider the provenance of Source A that this was written a long time after the event and might be designed to exaggerate the skills of Alfred and increase his reputation.</li> <li>• Answers might consider how William of Malmesbury obtained his information as it is so long after the event</li> <li>• Answers might consider whether Alfred would risk disguising himself as a spy when he had gone to Athelney to raise troops.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that Alfred’s success against his Viking opponents was due mainly to his skill as a diplomat and negotiator.</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 Alfred’s guile and ability to spy on his enemy to gain the upper hand.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment on the fact that William of Malmesbury wrote his account a considerable time after the event.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might argue that although Source A argues that Alfred was clever in seeking out information about his enemy it was unlikely he would risk operating as a spy; he fled to Athelney to seek refuge and to gather troops.</li> <li>• <b>In discussing how Source B does not support the view</b>, candidates might refer to the details of how Alfred was able to deploy a naval force to good effect to defeat the Vikings but also to the mention of the Frisians as allies.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the source only being part of a much bigger narrative presented by the Chronicle and that, subsequently, it only highlights the role of Alfred’s navy.</li> </ul>	20	<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>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that although Source B argues that Alfred made great use of his navy to defeat the Vikings he was also dependent on his land army to force the Vikings to negotiate a peace.</li> <li>• <b>In discussing how Source C does not support the view</b>, candidates might refer to the details highlighting Alfred's tenacity and abilities as a warrior (although, at the end of the source there is a hint of his willingness to negotiate a peace)</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue that Asser was in Alfred's service, worked with Alfred in his attempt to create a religious revival and ended up writing a very admiring account of Alfred's life.</li> <li>• <b>In discussing the historical context of Source C</b>, answers might argue that although C argues that Alfred was quite violent in dealing with his enemy this was not the only approach he used.</li> </ul>		

Question	Answer	Marks	Guidance
3*	<p><b>Assess the reasons for the success of Edward the Elder in dealing with the challenges he faced from 899 to 924.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the Edward was successful in dealing with the challenges he faced</b>, answers might consider his ability to negotiate and compromise, alongside his military prowess.</li> <li>• Answers might consider the partnership Edward formed with his sister Aethelflaed, ‘the Lady of the Mercians.’</li> <li>• Answers might consider the specific successes of Aethelflaed; she built a number of new Mercian burhs on east and north frontiers thus blocking Norwegian raids.</li> <li>• <b>In arguing that there were other factors</b>, answers might consider Edwards ability to gain submissions from his neighbours most notably the Welsh kings of Gwynedd and Dyfed in 918</li> <li>• Answers might consider the importance of the seizure of Tamworth and the imprisonment of Athelflaed’s daughter in providing an opportunity for Edward to impose West Saxon rule over Mercia.</li> <li>• Answers might suggest that Edward’s planning and building of fortresses after his sister’s death was instrumental in gaining acknowledgement of his overlordship in the north.</li> <li>• Answers might consider the extent to which Edward achieved the ‘conquest of the Danelaw’.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the 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 descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
4*	<p><b>Edgar’s most important achievement was to improve local government and administration.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Edgar’s most important achievement was to reform local government and administration,</b> emphasis might be placed on the formulation of counties that maintained their structure for over a thousand years.</li> <li>• Answers might consider how the role of aldermen, the leading magnates in each shire, changed.</li> <li>• Answers might consider the argument that the system of the hundreds was only fully operational from the time of Edgar onwards.</li> <li>• Answers might consider that the work of the shire court with respect to law codes and dispute settlements was only clearly evident during and after Edgar’s rule.</li> <li>• <b>In arguing that Edgar had other significant achievements,</b> his currency reforms could be discussed. Edgar’s standardised coinage system illustrates the degree of control he had over England.</li> <li>• Answers might consider the reform of the Church to be Edgar’s greatest achievement; Edgar promoted a new form of monasticism based on the rule of St. Benedict.</li> <li>• Answers might suggest that when Edgar called a council at Winchester in 970 to propose a ‘consuetudinary’ (customary) this was a turning point as it laid down clearly defined rules about how life should be conducted in all English monastic houses.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the achievements.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the achievements.</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>

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>		10		<b>10</b>
<b>2</b>		20		<b>20</b>
<b>3/4</b>	20			<b>20</b>
<b>Totals</b>	<b>20</b>	<b>30</b>		<b>50</b>

**Summary of updates**

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<b>Date</b>	<b>Version</b>	<b>Change</b>
November 2020	0.16	Updated copyright acknowledgements.