

**GCE**

**History A**

Unit **Y131/01**: Alfred and the Making of England 871–1016

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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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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1. 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

2. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix  
 3. Here is the mark scheme for this question paper.

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of Alfred's methods of government to assess how useful Source A is as evidence for how he came to decisions</b></p> <p><b>In discussing how Source A is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Alfred wanted to achieve a fair set of laws.</li> <li>• <b>Answers might consider</b> that the king was ready to take advice from his councillors.</li> <li>• <b>Answers might consider</b> that the introduction to the Laws was written by the king, or at least in his name, and so should be a reliable account of his methods</li> <li>• <b>Answers might consider</b> that though the king said he took advice, the tone of the passage suggests he was making the main decisions.</li> <li>• <b>Answers might argue</b> that there is no real explanation about why Alfred rejected some laws which his predecessors had made.</li> <li>• <b>Answers could refer to</b> Alfred's study of laws in the Bible as a model and to his consulting of the laws drawn up by Ine, Offa and Aethelbert from earlier Anglo-Saxon kingdoms.</li> <li>• <b>Answers could argue that</b> the Laws reflect Alfred's view of himself as a national ruler.</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 source, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that King Alfred's priority in government was justice.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does or does not support the view</b>, candidates might refer to how the king insisted that he would keep the laws which were the most just.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the writer was the king himself or his representative and so he is hardly likely to say anything else.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to other evidence which supports the view that Alfred was very thorough in drawing up the law Code as he saw good laws as fundamental to good government.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, candidates might refer to how the king was constantly supervising his agents in government in the common interests of his kingdom, among which was, presumably, the enforcement of justice.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the Source coming from Alfred's biographer who was full of praise for the king.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that the Source shows that Alfred's own wishes were of considerable importance in government and give other examples of this, such as in his encouragement of learning and education.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, candidates might refer to Alfred's care for the disadvantaged and his impartiality when giving judgements.</li> <li>• <b>In discussing the provenance of Source C</b>, answers might argue Florence, or John, of Worcester used Asser</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 the descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>extensively and that when writing what amounts to an obituary, he will concentrate on the king's good points.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C,</b> answers might argue that Alfred's reputation as the only English king called 'the Great' suggests that he was a popular ruler and hence care for justice can be assumed. Alfred's preface to his translation of Gregory's <i>Pastoral Care</i> reflects his views on good government.</li> </ul>		

## Mark Scheme Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>‘Military strength was the main reason for Athelstan’s success as king of England’. How far do you agree?</b></p> <p><b>In arguing that military strength was the main explanation for Athelstan’s success</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the victory at Brunanburh in 924 over a coalition of his enemies, one of the most significant battles in the events leading to the unity of England.</li> <li>• <b>Answers might consider</b> that Athelstan reduced the status of the Welsh princes, either by actual military force or by threatening to use force, but then made a treaty with them and used more peaceful methods to keep Wales loyal.</li> <li>• <b>Answers might consider</b> that Athelstan defeated the Vikings of Northumbria and took their capital at York at the start of his reign showing how important military might was.</li> <li>• <b>Answers might indicate that</b> Athelstan defeated the Britons in the west and they had to accept his rule up to the Tamar.</li> </ul> <p><b>In arguing that other factors contributed to Athelstan’s success,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest that</b> Athelstan’s court was a nationally recognised centre from which he issued national laws.</li> <li>• <b>Answers might consider</b> that the recognition of Athelstan by foreign rulers was a help in unifying his realm and his diplomacy and use of his family to form marriage alliances bolstered his position.</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 reason.</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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>Answers could argue that</b> the extant charters of Athelstan show he had a developed administration and an effective council.</li><li>• <b>Answers could suggest that</b> Athelstan had strong personal qualities, despite the paucity of sources on his reign, and that the instability after his death indicates that his successors lacked his skills.</li></ul>		

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>How far was Aethelred responsible for the failure of the English to prevent Danish invasions during his reign?</b></p> <p><b>In arguing that Aethelred was responsible,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the effect of the St Brice's Day massacre</li> <li>• <b>Answers might consider</b> the slow response of Aethelred to invasion and the failure of his efforts to provide a navy.</li> <li>• <b>Answers might refer to</b> the inability of Aethelred to control factions at his court and especially Eadric Streona.</li> </ul> <p><b>In arguing that Aethelred was not solely responsible</b></p> <ul style="list-style-type: none"> <li>• <b>Candidates might consider that</b> the suggestion to pay off the Danes came from the archbishop of Canterbury, although Aethelred continued the payments.</li> <li>• <b>Answers might suggest that</b> the Danish victory at Maldon was more to be blamed on Byrthnoth.</li> <li>• <b>Answers might suggest that</b> Swein and his generals such as Thorkell were hard to defeat in battle and that the Danish fleets were powerful and experienced and other rulers struggled to defeat them as well as Aethelred.</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 whether Aethelred was responsible or not.</li> <li>• At higher Levels candidates might establish criteria against which to judge whether Aethelred was responsible.</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>

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO2: 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.

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