

**GCE**

**History A**

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

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2017

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>Use your knowledge of Alfred's programme of learning to assess how useful Source B is as evidence for what he wanted children to study.</b></p> <p><b>In discussing how Source B is useful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Alfred wanted children to know English and Latin.</li> <li>• <b>Answers might consider</b> that the king put emphasis on writing, a skill he had found hard to master.</li> <li>• <b>Answers might consider</b> that Asser was brought to court to help in the learning programme so should be well-informed about its purpose.</li> <li>• <b>Answers might consider</b> that the source implies that learning took precedence over the traditional skills which the nobles were to learn.</li> <li>• <b>Answers might argue</b> that he wanted a range of scholars from all classes to learn.</li> <li>• <b>Answers could refer</b> to the liberal arts as a basis for study and to Alfred's wish that students should be devoted to their learning.</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>

2		<p><b>Using these three sources in their historical context, assess how far they support the view that King Alfred promoted learning for religious reasons</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 thanked God for the supply of teachers and argued that when learning perished so did Christian practices and values.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that Alfred was showing his priorities clearly as part of the reason why he wrote the preface.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to Alfred lamenting that the invasions of the pagan Danes and their disrespect for learning had led to the lamentable situation which he describes.</li> <li>• <b>In discussing how Source B does or does not support the view</b>, candidates might refer to how the king wanted the children to learn to read and write as well as manly skills and that he made education available to boys from a broad range of backgrounds.</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 and was involved in the programme.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that the Source shows that Alfred was aware that education would give students the skills they needed to help him govern the country.</li> <li>• <b>In discussing how Source C does or does not support the view</b>, candidates might refer to Alfred's insistence on an improved standard of literacy among his officials.</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>
---	--	--	----	---

			<ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source C,</b> answers might argue Florence, or John, of Worcester shows the detailed provisions laid down by Alfred to ensure officials learned to read, which makes the source more plausible.</li><li>• <b>In discussing the historical context of Source C,</b> answers might argue that Alfred was dependent on his ealdormen and other officials for much of his administration and they needed to be able to read and write, just as the churchmen were able to.</li></ul>		
--	--	--	---	--	--

3*	<p><b>Mark Scheme Section B</b></p> <p><b>How successfully did Edward the Elder deal with the problems he faced?</b></p> <p><b>In arguing that Edward was successful</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> his victory over the Danes in 903.</li> <li>• <b>Answers might consider</b> Edward defeated the Northumbrian Danes and in 910 killed three Danish leaders in another battle.</li> <li>• <b>Answers might consider</b> that Edward was able to benefit from the defences of the burhs and so consolidate his gains.</li> <li>• <b>Answers might indicate</b> that other rulers such as Ragnald recognised Edward as their overlord.</li> <li>• <b>Answers could argue</b> that in leaving an adult heir Edward avoided some of the problems which had beset other kings.</li> </ul> <p><b>In arguing that Edward was not entirely successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> that the Danes remained in control of York and that Scotland and Northumberland were more or less independent.</li> <li>• <b>Answers might consider</b> that much of the success was not so much the work of Edward but of his sister Aethelflaed.</li> <li>• <b>Answers could argue</b> that the linking of the policy of Wessex and Mercia was not an actual union and the kingdoms remained independent.</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 extent of success.</li> <li>• At higher levels candidates might establish criteria against which to judge success.</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>
----	---	----	---

4*		<p><b>Assess the reasons why Athelstan was able to establish himself as king of all England.</b></p> <p><b>In arguing that Athelstan was successful because of his military achievements</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the significance of his victory at Brunanburh.</li> <li>• <b>Answers might consider</b> how Athelstan absorbed Mercia and Northumbria.</li> <li>• <b>Answers might refer</b> to the way he was able to push the Cornish out of Exeter and across the Tamar.</li> </ul> <p><b>In arguing that there were other factors</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how Athelstan used religion to show how he had God's favour.</li> <li>• <b>Answers might suggest</b> that Athelstan used the prestige of St Cuthbert to his own advantage by becoming associated with the saint.</li> <li>• <b>Answers might suggest</b> that Athelstan had a ruthless streak and may have removed possible rivals unjustly.</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 which reasons played the largest part.</li> <li>• At higher Levels candidates might establish criteria against which to judge the relative 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>
----	--	--	----	---



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>
	<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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2017

