

GCE

History A

Unit **Y133/01**: England 1199–1272

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of John's efforts to regain his Angevin lands to assess how useful Source B is as evidence for his fighting capacity.</p> <p>In discussing how Source A is useful,</p> <ul style="list-style-type: none"> • Answers might consider that it shows John had plenty of troops and inflicted a defeat on the French at Nantes. • Answers might consider that the French army consisted of knights and citizens and so could have been easier to defeat. • Answers might consider that Wendover says John was lucky, but that he is often hostile to John. • Answers might consider that the Source shows John had to face a large army sent by Louis, which suggests that he regarded John as a threat. • Answers might consider how the Source suggests John was determined. • Answers could consider some of the logistical problems which war in France threw up. 	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 source, in line with descriptions in the levels mark scheme.

2		<p>Using these three sources in their historical context, assess how far they support the view that John lacked support from his barons in his efforts to regain the Angevin inheritance.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, candidates might refer to the high status of the archbishop and William Marshal and to the soundness of the arguments they put forward. • In discussing the provenance of Source A, answers might comment that Coggeshall was a conscientious chronicler who edited his work if he found errors, after getting more information. • In discussing the historical context of Source A, answers might refer to how justified the arguments put forward were. Other examples of the unreliability of the Poitevins could be quoted • In discussing how Source B does or does not support the view, candidates might refer to how John was provided with an army and was able to win victories, so much so that the French king had to reinforce his army in the area and send his soon to face John, which suggests he did have support. • In discussing the provenance of Source B, answers might comment on the known hostility of Roger of Wendover to John. • In discussing the historical context of Source B, answers might argue that John's strategy in 1214 to attack France from 2 sides was promising, but ultimately failed. • In discussing how Source C does or does not support the view, candidates might argue that John's need for troops is reflected in his readiness to be reconciled with some of the barons he had offended. • In discussing the provenance of Source C, 	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 the descriptions in the levels mark scheme.
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			<p>answers might argue that John is revealing some weakness here, though asserting his right to the Angevin lands clearly, and so is a reliable Source.</p> <ul style="list-style-type: none">• In discussing the historical context of Source C, answers might argue that nineteen of the twenty-five barons named in Magna Carta had refused to turn out in person or pay scutage for this campaign, which indicates a lack of support which was making John's situation increasingly perilous.		
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3*		<p>Mark Scheme Section B</p> <p>How important was the role of William the Marshal in ensuring the survival of the monarchy?</p> <p>In arguing that William the Marshal was the main factor</p> <ul style="list-style-type: none"> • Answers might consider his military role in the resistance to the French invasion. • Answers might consider that William helped to persuade barons to support the young king. • Answers might consider that William was appointed as regent even though he was in his seventies. • Answers might suggest that the reissuing of Magna Carta opened the way to reconciliation with some barons who had previously been in opposition. • <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider the role of the justices in eyre who helped to improve law and order, one of the key duties of a medieval ruler. • Answers might consider that the age of Henry II predisposed the barons to support him, rather than make war on a child. • Answers might consider that most barons had become reconciled to the loss of their French lands and so were not ready to support a French take-over in England. • Answers might consider that the sources which are available tend to be very positive about the part played by William. • Answers might argue that William's time as regent was quite brief. • Answers might point out that the young king had backing from Pope Honorius and from his legate. 	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 factors. • At higher levels candidates might establish criteria against which to judge the importance of the factor. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.
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4*		<p>Assess the importance of the part played by the Lord Edward in the overthrow of Simon de Montfort</p> <p>In arguing that the Lord Edward was an important factor,</p> <ul style="list-style-type: none"> • Answers might consider that by 1263 Edward had emerged as the leader of Henry's cause. • Answers might consider the impact of the treatment of Edward as a hostage after Lewes. • Answers might refer to Edward's position as someone untainted by his father's errors. • Answers might argue that Edward out-manoeuvred de Montfort when he captured all the rivers crossings over the Severn and in the fighting at Kenilworth. • Answers might suggest that the victory of royal forces at Evesham owed much to Edward. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider that de Montfort had seemed to become personally ambitious, which made him unpopular. • Answers might discuss the implications of the return of the earl of Gloucester to the royal side. • Answers might consider that de Montfort failed to provide stable government. • Answers could consider the impact of the battle of Evesham. • Answers might consider that, given a choice between de Montfort and a king, most barons preferred a king. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to which factor was most responsible for de Montfort's overthrow. • At higher Levels candidates might establish criteria against which to judge the importance of factors. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO2: 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 to 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.

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

www.ocr.org.uk

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Head office
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Facsimile: 01223 552553

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