

GCE

History A

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

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2018

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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

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of Alfred's administration to assess how useful Source B is as evidence for his priorities.</p> <ul style="list-style-type: none"> • In discussing how Source B is useful, answers might consider that above all Alfred wanted to bring about stability and prosperity. • Answers might consider that the king expected his servants and administrators to follow his will explicitly. • Answers might consider that the king pursued his ends with determination. • Answers might argue that while Alfred wanted co-operation, he was ready to use compulsion if he had to. • Answers might consider that Asser was close to Alfred and so well-informed and admiring of what Alfred achieved. • Answers might consider that the source uses metaphor to make some of its points. • Answers could refer to Alfred's aims for the general benefit of all. 	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/Indicative content	Mark	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that King Alfred depended on his officials in his administration.</p> <ul style="list-style-type: none"> • In discussing how Source A does support the view, candidates might refer to how the king relied on his officials to distribute his bequests, but that the decision about how to divide his wealth was all his own. • In discussing the provenance of Source A, answers might comment that Alfred's will was likely to emphasise his own role in the government. • In discussing the historical context of Source A, answers might refer to Alfred apparently making his will quite early in the reign and that, even then, he was quite wealthy. Other evidence would support his care for the poor and the Church. • In discussing how Source B does not support the view, candidates might refer to how the king is mentioned as governing alone, but also that there is reference to ealdormen and others whom, one way or another, he had successfully brought around to his point of view. • In discussing the provenance of Source B, answers might comment on the Source coming from Alfred's biographer who was full of praise for the king. • In discussing the historical context of Source B, answers might argue that there was no way that Alfred could control everything and he needed to keep his nobles and officials on side and share power with them. • In discussing how Source C does support the view, candidates might refer to Alfred's clear co-operation with his officials, although he has the overall responsibility. 	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.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• In discussing the provenance of Source C, answers might argue Florence, or John, of Worcester shows exactly how Alfred interacted with his officials, which makes the source more plausible.• In discussing the historical context of Source C, answers might argue that perversion of justice was something that kings had to guard against as officials were not always public-spirited and the fair administration of justice was the mark of a good ruler.		

MARK SCHEME Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p>How far was the success of Athelstan in expanding his kingdom due to his skill as a warrior?</p> <ul style="list-style-type: none"> • In arguing that being a skilful warrior accounts for Athelstan's success answers might consider his victory over a coalition of his enemies at Brunanburh in 937. • Answers might consider that this victory led the Welsh to recognise Athelstan as their lord. • Answers might consider how Athelstan expelled the Danish king from York. • Answers might indicate that Athelstan made powerful propaganda from his victories as the A-S Chronicle shows. • In arguing that there were other explanations, answers might suggest that Athelstan used diplomacy, such as the marriage of his sister to Sihtric. • Answers might consider that Athelstan broke up alliances among his enemies by concessions. • Answers could argue that Athelstan developed a good relationship with Harald Fairhair, who then did not oppose his expansion. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the importance of the reasons. • At higher levels candidates might establish criteria against which to judge importance. • 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 mark scheme.

Question	Answer/Indicative content	Mark	Guidance
4*	<p>How far does the establishment of greater stability in England account for the monastic revival under Edgar?</p> <ul style="list-style-type: none"> • In arguing that greater stability was the key answers might consider the significance of the achievements of Eadwig and the death of Eric Blood-axe. • Answers might consider how Edgar established firm government, as his law codes and charters attest. • In arguing that there were other factors candidates might consider how far there was an impetus from Edgar himself. • Answers might suggest that individuals like Dunstan, Aethelwold and Oswald played a part. • Answers might refer to the use of Synods to regulate religious practice. 		<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to which factors played the largest part. • At higher Levels candidates might establish criteria against which to judge the relative importance of the 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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