



GCE

History A

Y103/01: England 1199-1272

Advanced GCE

Mark Scheme for June 2019

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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>Using these four sources in their historical context, assess how far they support the view that the actions of King Philip were the reason for John's loss of his French lands.</p> <ul style="list-style-type: none"> • In discussing how Source A largely supports the view, candidates might refer to how Philip welcomed the decision of the court and moved fast against John, but that John's disobedience was also a factor. • In discussing the provenance of Source A, answers might comment that the chronicler is largely reliable as Ralph got information from visitors to his abbey. • In discussing the historical context of Source A, answers might refer to the way in which John had defied Philip and refused to come to answer the accusations made by the Lusignans and so made things easier for Philip. • In discussing how Source B does not support the view, candidates might refer to the way John had alienated barons so was losing support. • In discussing the provenance of Source B, answers might comment that the writer wanted to show William the Marshal in a good light. • In discussing the historical context of Source B, answers might argue that one of John's big mistakes was to refuse to let William des Roches deal with the prisoners after Mirebeau as he had originally promised and so William changed sides. • In discussing how Source C does not support 	30	<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. • At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question. • 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.

2*		<p>the view, candidates might refer to its implication that John feared that his men might desert him.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source C, answers might argue that the letter is from the king himself and expresses just what he felt. • In discussing the historical context of Source C, answers might suggest that John was on the verge of leaving France and recognised that there might come a situation where his castellans had to surrender the castle. • In discussing how Source D largely supports the view, candidates might refer to how it backs up Source A in showing how quickly Philip was able to exploit the situation, which reveals his strength, but that John's apparent desertion helped Philip's argument to be convincing. • In discussing the provenance of Source D, answers might argue that Wendover was generally hostile to John and blamed him for the loss of Normandy. • In discussing the historical context of Source D, answers might argue that the castellans soon saw that Philip would be a preferable master to John and that his threats were far from idle and so did as the French king wished. Philip was on the spot while John was in England. <p>'Assess the view that the support of the pope was the</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up
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3*	<p>main reason why Henry III was able to regain power in 1260-1262.</p> <p>In arguing that the support of the pope was crucial:</p> <ul style="list-style-type: none"> • Answers might consider how Henry's agents worked hard in Rome to win the backing of the pope. • Answers might consider that the rebuilding of Westminster Abbey and the emphasis on divine right had helped Henry to be favoured by the pope. • Answers might consider that the issue of a papal bull absolving Henry from obeying the Provisions gave the king confidence to pursue his own policy. • Answers might argue that even though the authenticity of the bull was challenged by Simon de Montfort, Henry could show this to be the sign of a bad loser. <p>In arguing that there were other factors:</p> <ul style="list-style-type: none"> • Answers might consider that Henry played for time skilfully by suggesting he was open to arbitration. • Answers might consider that the replacement of officials with men favourable to the king was a key event. • Answers might consider that the departure of Simon de Montfort to France removed the king's main enemy. • Answers might suggest that Henry's financial position had improved and so he could employ more men to fight on his side. • Answers might refer to the peace with France in 1259, which helped to eliminate some of the barons' grievances against him. 	20	<p>different views; but at Level 4, may simply list the views.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to the relative importance of the views. • At higher levels candidates might establish criteria against which to judge the importance of the views. • 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. <p>• No set answer is expected.</p> <p>• At higher levels, candidates will focus on weighing up how successful the reconstruction was: but at level 4,</p>
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	<p>'Simon de Montfort's lacked the necessary military and political skills to retain power.' How far do you agree?</p> <p>In arguing that the reason was Simon's lack of the necessary skills:</p> <ul style="list-style-type: none"> • Answers might consider that Simon could not maintain the support of many of the nobles. • Answers might consider that Simon de Montfort found it difficult to maintain law and order and so lost popularity. • Answers might refer to the dominance of de Montfort in the government which alienated many. • Answers might argue that these issues meant that he was defeated at Evesham by a much larger army. <p>In arguing that there were other explanations:</p> <ul style="list-style-type: none"> • Answers might consider that the role of the Lord Edward contributed strongly to the downfall of Simon, as the prince was a much better soldier than his father. • Answers might consider that the Mise of Amiens was seen as a fair solution by many barons. • Answers might suggest that the continued support of the French king for Henry and backing from the pope undermined Simon's position. • Answers might suggest that what Simon was proposing was seen as too revolutionary to be generally acceptable in England and that there was little Simon could do to overcome this situation. 		<p>may simply list the changes.</p> <ul style="list-style-type: none"> • At Level 5 and above there will be judgement as to the relative significance of the key issue as opposed to other factors. • At higher Levels candidates might establish criteria against which to judge that significance. • 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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