

## **GCE**

### **History A**

#### **Y101/01: Alfred and the making of England 871-1016**

Advanced GCE

#### **2020 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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
<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

2. Here is the mark scheme for this question paper.

**How far do you agree questions . . .**

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

**Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

**Other questions . . .**

The indicative content lists features of the period studied that relate to the question set.

**Neither significance nor relative importance are attributed to the features listed.**

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that King Alfred’s main concern in his government was to preserve law and order.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A partly supports the view</b>, candidates might refer to Alfred wanting to help the poor which could contribute to law and order, but which could also be an alternative aim.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that Asser could have witnessed Alfred dispensing justice and that Asser applauded most of Alfred’s actions.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to how society was dominated by the nobles.</li> <li>• <b>In discussing how Source B does support the view</b>, candidates might refer to problems which</li> </ul>	30	<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>• At Level 4 and below, answers may be simply a list of which sources support or challenge the view in the question.</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>

		<p>resulted from feuds among the nobles.</p> <ul style="list-style-type: none"><li>• <b>In discussing the provenance of Source B,</b> answers might comment on Alfred's fears of feuds getting out of hand which prompted these laws.</li><li>• <b>In discussing the historical context of Source B,</b> answers might argue that the need to lay down the conditions to be observed by feuding nobles shows the seriousness of the problem.</li><li>• <b>In discussing how Source C does not support the view,</b> candidates might refer to the reference to dependants, who needed Alfred's protection, which shows other considerations in his mind.</li><li>• <b>In discussing the provenance of Source C,</b> answers might argue that when nearing death, Alfred might well reflect on issues that mattered very much to him.</li><li>• <b>In discussing the historical context of Source C,</b> answers might argue that the veiled references to possible harassment show Alfred's understanding of the society in which he lived.</li><li>• <b>In discussing how Source D does not support the view,</b> candidates might refer to the king's use of his position to encourage either religion or learning, or both.</li><li>• <b>In discussing the provenance of Source D,</b> answers might comment on the author being a monk and so very keen to praise the king for supporting both faith and learning.</li><li>• <b>In discussing the historical context of Source D,</b> answers might refer to the instability of much of the reign and Alfred's determination to leave as wide a legacy as possible.</li></ul>		
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2*		<p style="text-align: center;"><b>Section B</b></p> <p><b>'Edward the Elder's control of his kingdom was never secure.' How far do you agree?</b></p> <p><b>In arguing that Edward was not secure,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Edward had to deal with a challenge to his succession in 899.</li> <li>• <b>Answers might consider</b> that Aethelwold joined with both Danes and English rebels against Edward, making him a greater threat.</li> <li>• <b>Answers might consider</b> that Edward was very dependant on the aid of his sister, Aethelflaed.</li> <li>• <b>Answers might argue</b> that Mercia remained an independent state and at Aethelflaed's death her daughter was put forward as a possible ruler of Mercia.</li> </ul> <p><b>In arguing that Edward was secure,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Edward was able to defeat other claimants to the throne at the start of his reign.</li> <li>• <b>Answers might consider</b> that Edward defeated the East Anglians in 903, making him more secure.</li> <li>• <b>Answers might consider</b> that Edward was lucky in</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up how secure Edward was; but at Level 4, may simply list reasons for security or otherwise).</li> <li>• At Level 5 and above there will be judgement as to the security of Edward.</li> <li>• At higher levels candidates might establish criteria against which to judge security.</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>
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3*		<p>that rivals were killed in the fighting.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Edward made good use of the defensive system of the burhs.</li> <li>• <b>Answers might argue</b> that Edward was acknowledged as king by Welsh princes and northern rulers.</li> <li>• <b>Answers might suggest</b> that Edward's son, Aethelstan, was the ruler of the whole of Britain, indicating that Edward was secure by the time he died.</li> </ul> <p><b>How successful were Edmund and Eadred in their struggles with the Danes?</b></p> <p><b>In arguing that they were successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Edmund was helped by succeeding to the rule of all England after the achievements of Aethelstan.</li> <li>• <b>Answers might consider</b> that Edmund was able to win some victories which were celebrated by victory poems in the AS Chronicle.</li> <li>• <b>Answers might argue</b> that some of the Welsh princes submitted to Edmund which reduced his enemies and made it easier to defeat the Danes.</li> <li>• <b>Answers might argue</b> that Eadred eventually forced the Danes in York to acknowledge his authority.</li> </ul> <p><b>In arguing that they were not successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Olaf Guthrithsson in York destabilised the country and the Church had to broker a peace.</li> <li>• <b>Answers might consider</b> that the murder of Edmund weakened efforts to defeat the Danes.</li> <li>• <b>Answers might suggest</b> that Eadred's control of the country fluctuated in extent as is attested by charter evidence.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the level of success; but at level 4, may simply list the reasons for success or otherwise.</li> <li>• At Level 5 and above there will be judgement as to how successful they were.</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 descriptions in the levels mark scheme.</li> </ul>
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			<ul style="list-style-type: none"><li>• <b>Answers might suggest</b> that Eadred's struggles with Eric Bloodaxe and Olaf Sihtricson show limited success.</li></ul>		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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: How far do the four sources support the view? [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. The sources are fully evaluated, using both provenance and detailed and accurate knowledge of their historical context in a balanced way, in order to engage with the sources and reach a convincing, fully supported analysis of them in relation to the issue in the question.
<b>Level 5</b> 21–25 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> 16–20 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> 11–15 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> 6–10 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> 1–5 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 2 and 3: Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 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> 10–12 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> 7–9 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> 4–6 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> 1–3 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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