

**GCE**

**History A**

Unit **Y133/01**: England 1199–1272

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
<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

## Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Use your knowledge of John's relationship with the English Church to assess how useful Source B is as evidence for his attitude in 1208.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source B is useful</b>, answers might consider that it shows John could be capricious in his attitude.</li> <li>• Answers might consider that John could have felt his attitude was justified in that the pope had taken advantage of him.</li> <li>• Answers might consider that Gervase had a particular interest in affairs at Canterbury and knew what happened there at first hand.</li> <li>• Answers might consider that the Source shows that the resources of the see of Canterbury were one of the issues at stake.</li> <li>• Answers might consider how the Source suggests John was playing for time.</li> <li>• Answers could consider that correspondence with Rome would have been protracted because of the time it took for letters to arrive.</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 sources, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>Using these three sources in their historical context, assess how far they support the view that John refused to negotiate with Innocent over the appointment of Langton as archbishop of Canterbury.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A does not support the view</b>, candidates might refer to the way in which letters had clearly been exchanged and so negotiations were in progress, although according to Pope Innocent, the king's response had been very negative.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that the pope was not prepared to take the blame for the breach and the letter has his take on events.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to the appointment of Stephen Langton and the reasons why John objected.</li> <li>• <b>In discussing how Source B supports the view</b>, candidates might refer to how John ended negotiations, although up to that point he had been prepared to keep contact with the pope open.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment on the links of Gervase with Canterbury and his general reluctance to make adverse comments about the king.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that John had been trying to stave off a break with the pope but that the right to appoint the archbishop was too important for him to be ready to compromise.</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>

## Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p><b>Assess the reasons why the period between 1216 and 1232 saw so much unrest.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the government of Hubert de Burgh caused unrest</b> answers might consider that de Burgh could be seen as governing in his own interests.</li> <li>• Answers might consider that those who lost positions and land under de Burgh would be discontented.</li> <li>• Answers might consider the case of Fawkes de Breauté.</li> <li>• Answers might suggest that the interference from the pope made de Burgh unpopular.</li> <li>• <b>In arguing that French Wars caused unrest,</b> answers might consider the lack of interest in France felt by many barons as they no longer had lands there.</li> <li>• Answers might consider that failure of the invasion of 1230 meant Henry returned empty-handed.</li> <li>• Answers might consider that Hubert de Burgh was blamed for the failure in France.</li> <li>• Answers might consider that another reason put forward was that the expedition had been inadequately funded because de Burgh had creamed off so much royal revenue by receiving generous amounts of land from the king.</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 relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the 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 the descriptions in the mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4*	<p><b>Assess the reasons why Henry III's recovery of power in 1261 was so short-lived.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that Henry was to blame</b>, answers might consider that in 1262 he went to France so he was not in the country when trouble flared up</li> <li>• Answers might consider that Henry had failed to solve the financial problems and so his revenues were falling.</li> <li>• Answers might consider that Henry was obstinate in 1262 and refused to compromise.</li> <li>• Answers might argue that Henry had not kept Wales under control and so Llywelyn seized his chance to rebel and showed how Henry could not maintain order.</li> <li>• <b>In arguing that there were other factors</b>, candidates might consider that the death of Richard de Clare deprived Henry of the services of a moderate influence at court.</li> <li>• Answers might discuss the implications of the role of the queen and her influence on the Lord Edward.</li> <li>• Answers might consider how an opposition was built up after the return of de Montfort.</li> <li>• Answers could consider how the opposition was able to focus on the dislike of oppressive foreign influence in government.</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 reason was the most important.</li> <li>• At higher Levels candidates might establish criteria against which to judge the importance of 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>

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