



GCE

History A

Y103/01: British period study and enquiry: England 1199-1272

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|---|--|
|  | Blank Page |
| | Highlight |
| Off-page comment | |
|  | Assertion |
|  | Analysis |
|  | Evaluation |
|  | Explanation |
|  | Factor |
|  | Illustrates/Describes |
|  | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement |
|  | Knowledge and understanding |
|  | Provenance |
|  | Simple comment |
|  | Unclear |
|  | View |

Y103/01

Mark Scheme

June 2024

| Annotation | Meaning |
|------------|-------------------|
| S | Synthesis |
| C | Continuity/Change |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|--|
| 1 | | | <p>‘John’s quarrel with the pope resulted from John’s refusal to compromise.’</p> <p>Use the four sources in their historical context to assess how far they support this view.</p> <ul style="list-style-type: none"> In discussing how Source A does not support the view, answers may argue that the pope is making it clear that he will not change his attitude as he thinks he has already made too many allowances for John, and his comments are inflammatory. In discussing the provenance of Source A, answers may suggest that the pope recognised that a quarrel would not be beneficial but was determined to defend his rights and could not afford to let John get away with repudiating Langton so is being firm. In discussing the historical context of Source A, answers may refer to the previous communications when the pope had written in a more moderate tone but John’s reply had been very blunt. However, John considered he had been provoked by Innocent and argued that Langton was unknown to him and so he was justified in refusing to accept him. In discussing how Source B does support the view, answers may argue that John was furious when he was asked to recall Langton and was obviously not ready to compromise as the | 30 | <p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <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. |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|----------|
| | | | <p>bishops discovered all too clearly. He also uttered serious threats against the pope and the cardinals and their supporters.</p> <ul style="list-style-type: none"> • In discussing the provenance of Source B, answers may suggest that Roger of Wendover was generally hostile to John and, as a monk, Roger would have been especially concerned about the problems facing the Church under John. • In discussing the historical context of Source B, answers may refer to the fact that John was being threatened with an Interdict, which helps to explain his ire and how the three bishops so feared reprisals from John that they left the country underlining how set John was on defying the pope. • In discussing how Source C supports the view, answers may argue that the king is definitely blamed for the failure of the negotiations, but the issue of the confiscated goods of the Church was problematic and although John appeared to be ready to give in, when it came to the crunch John would not give up the lands and was determined to continue to quarrel.. • In discussing the provenance of Source C, answers may suggest that Gervase was devoted to the interests of Canterbury so is likely to be hostile to John but since he died in 1210 his account is almost contemporaneous. | | |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|--|------|----------|
| | | | <ul style="list-style-type: none"> • In discussing the historical context of Source C, answers may refer to the fact that as he was not especially religious, the Interdict did not bother John from that viewpoint and so he was happy for it to continue and was able to benefit financially from it (e.g. church revenues, the imprisonment of the 'wives' of the clergy who then had to pay for them to be released). • In discussing how Source D partly supports the view, answers may argue that it was the English bishops, rather than John, who negotiated an end to the quarrel and the pope was prepared to negotiate which suggests that John was happy for it to continue but the threat of French invasion was enough to encourage him to compromise. • In discussing the provenance of Source D, answers may suggest that the Barnwell Chronicle is the most even-handed of the chronicles and he recognised that Philip was not acting altruistically. • In discussing the historical context of Source D, answers may refer to the sending of Pandulph by the pope to negotiate a resolution of the quarrel and John's gains from the settlement which was why he yielded, although his submission showed his readiness to settle the quarrel. | | |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|---|
| 2* | | | <p>'The most serious threat to the government in Henry III's minority was rebellion.' How far do you agree?</p> <p>In arguing that rebellion was the main threat, answers could suggest:</p> <ul style="list-style-type: none"> • Answers could suggest there was discontent and outright rebellion in the early years of the reign when Henry's position was vulnerable. • Answers could suggest it was royal policies against some barons which caused rebellion, so making these actions more of a threat to the government. • Answers could suggest there were demands in the 1230s for Henry to dismiss his ministers which shows the rebels were hitting at royal power. • Answers could suggest Civil War broke out in 1233, a clear threat to the government. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers could suggest that rivalries among the ministers of Henry III destabilised the government. • Answers could suggest that intervention in France in 1230 was a failure which weakened the government. | 20 | <p>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.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the factors but at Level 4, may simply list events • At Level 5 and above there will be judgement as to whether rebellions were the main factor • At higher levels candidates might establish criteria against which to judge the impact 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 the descriptions in the levels mark scheme. |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|----------|
| | | | <ul style="list-style-type: none"> • Answers could suggest the government of Peter des Roches was viewed by many as corrupt which was a threat to stability. • Answers could suggest Henry was blamed, falsely, for the death of William the Marshal which weakened his government. | | |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|---|
| 3* | | | <p>How important were foreign developments in bringing about the crisis of 1258?</p> <p>In arguing that foreign developments were important,</p> <ul style="list-style-type: none"> • Answers could suggest that the failure of the war with France in 1242 led to a loss of morale and complaints about heavy taxation. • Answers could suggest that Parliament refused to finance de Montfort in Gascony so Henry had to resort to even more unpopular ways of raising money. • Answers could suggest that Henry wanted to go on Crusade and levied a crusading tax. • Answers could suggest that the Sicilian affair was a disaster and seen as Henry being unrealistic and over-ambitious. • Answers could suggest that Henry had to pay the pope a large sum and this put pressure on the financial system and led to a currency crisis. | 20 | <p>How far do you agree?</p> <p>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.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>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.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up the importance of factors but at Level 4, may simply list what happened. • At Level 5 and above there will be judgement as to which factors were the more important. • 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. |

| Question | | | Answer | Mark | Guidance |
|----------|--|--|---|------|---|
| | | | <p>In arguing that other factors were important,</p> <ul style="list-style-type: none"> • Answers could suggest that Henry's marriage was unpopular as it led to an influx of foreigners at court. • Answers could suggest that Henry had a rather exalted view of kingship which seemed to threaten the role of the barons. • Answers could suggest that Henry did not consult regularly with the barons. • Answers could suggest that there were significant issues with financial pressures all round. • Answers could suggest that harvest failures led to famine and Henry did not seem to act to help. | | <ul style="list-style-type: none"> • 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. |

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> |
| | Generic mark scheme for Section A, Question 1: How far do the four sources support the view? [30] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 6–10 marks | The answer has only limited focus on the question. Evaluation of the sources is very general. There is limited use of generalized knowledge of historical context to engage with the sources and produce a basic analysis of them in relation to the question. |
| Level 1 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> |
| | Generic mark scheme for Section B, Questions 2 and 3: Essay [20] |
| Level 6 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. |
| Level 5 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. |
| Level 4 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. |
| Level 3 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. |
| Level 2 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. |
| Level 1 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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