



GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

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
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

Question			Answer	Mark	Guidance
1			'In dealing with legal issues, Alfred's main aim was to protect the poor.' Use the four sources in their historical context to assess how far they support this view. In discussing how Source A partly supports the view, answers may suggest that Alfred emphasises the need for judges to treat rich and poor alike, showing his care for the poor, and indicates that judging rightly in this way is his main preoccupation. However, it may also suggest that he has other priorities in that judges should not favour those they like and should judge as they wish to be judged. In discussing the provenance of Source A, answers may suggest that, as Alfred wrote this himself it reflects his views and that, as he had been ruling for over 20 years, he was experienced in how justice was administered. In discussing the historical context of Source A, answers may refer to the fact that Alfred relied on the law codes of other rulers as a guide, so their priorities were also reflected and that the law Code was pervaded by Christian principles, of which care for the poor was one. In discussing how Source B does not support the view, answers may suggest that the	30	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> 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. - 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
			suppression of violence seems to be the main issue here as it was so bad that only a system of making a suspect's neighbours pay a fine if he escaped seemed to work. • Answers may also suggest that providing military guards for travellers was expensive and used up manpower so preventing having to do this was a priority. • In discussing the provenance of Source B, answers may suggest that William was a careful historian who used all the sources he could find and, as a monk, William was bound to support the eradication of violence. • In discussing the historical context of Source B, answers may reference that the disorder caused by the Danish invasions had led to less respect for law and order and that it was the responsibility of the king to protect his subjects. In relation to the broader legal context, candidates may refer to the importance of compensation payments in Alfred's law code. • In discussing how Source C does support the view, answers may suggest that Alfred was especially eager that the poor should have justice because they had suffered more at the hands of the Danes and the nobility were not generally sympathetic to the poor, so felt he should set an example.		

Question			Answer	Mark	Guidance
			• In discussing the provenance of Source C, answers may suggest that Asser saw Alfred in heroic terms so was prone to praise him, and, as a monk Asser shared Alfred's commitment to helping the poor. • In discussing the historical context of Source C, answers may refer to the fact that it is hard to know if these provisions were effective and whether the poor were treated more fairly as there is little available evidence. Moreover, Alfred could not hear that many cases personally, however committed he was, so his impact could have been limited. • In discussing how Source D does not support the view, answers may suggest that Alfred wanted the judges to come to the right decision and not to favour him, but that he was concerned for his reputation, rather than for the poor. • In discussing the provenance of Source D, answer may suggest that Alfred's viewpoint is the one taken by the document and his young kinsfolk might have had a different view, and that it was in Alfred's interests to be able to bequeath what he possessed as he wished. • In discussing the historical context of Source D, answers may refer to the situation on the death of Ethelwulf, Alfred's father, which was that his brothers Ethelbald and Ethelbert should share the rule, but when Ethelbald died, Ethelbert took		

Question			Answer	Mark	Guidance
			the whole kingdom as did the next son, Ethelred after Ethelbert died. - Alfred had wanted Ethelred to give him a share of their father's wealth, but Ethelred had refused. - They agreed that the children of whichever brother died first would be cared for by the other brother, but the surviving brother would pass the kingship to his own children, so Alfred's nephews may have felt aggrieved and that they did not receive the justice they deserved, unlike the poor.		

Question			Answer	Mark	Guidance
2*			'The aim of Aethelstan's legal codes was to exert his authority.' How far do you agree? In arguing that it was to exert his authority, answers could suggest: - By playing a key role in drawing up the laws, he asserted his authority. - Unrest caused by the prevalence of theft could threaten his authority, so he enforced harsh punishments to eradicate theft. - Disturbers of the peace were another threat to his authority, so he moved them to other parts of the country.	20	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels, candidates will focus on weighing up how extensive Edward's power was but at Level 4, may simply list the ways in which he increased his power. - At Level 5 and above there will be judgement as to which aims were more important. - At higher levels candidates might establish criteria against which to judge importance.

Question			Answer	Mark	Guidance
			- The London peace guild was set up to keep law and order in his capital. Failure to do this would be a severe threat to his authority. - He saw theft as a form of disloyalty to the king and so wanted to punish thieves who were acting against him.. In arguing that he had other aims, answers could suggest that: - He wanted everyone to know and understand the law. - He wanted to extend the importance of the role of the reeves. - He wanted to deal with economic issues such as a uniform coinage. - He wanted to appear as a compassionate ruler by raising the minimum age for capital punishment. - He wanted to show he was open to suggestions from his advisers and was ready to amend laws that did not work.		- 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
3*			How effectively did Edmund deal with challenges from his enemies? In suggesting that Edmund did deal effectively, answers might argue:	20	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> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to

Question			Answer	Mark	Guidance
			• He made an effective peace treaty with Guthfrisson, which bought him time to plan further attacks. • He was able to put down a Welsh revolt. • He attacked in Strathclyde to stop an alliance between the king and the Danes and made an alliance with Malcolm of Scotland. • He was fortunate that Guthfrisson was killed in 941. • He was able to regain the Land of the Five Boroughs. In suggesting that he was not effective, answers might argue : • Early in his reign Guthfrisson was able to retake much of the north and Edmund could not prevent raids on bases like Tamworth. • Although Olaf Sihtricsson retreated to Ireland he then returned and captured York, showing there were limits to Edmund's effectiveness. • The gains he made in Strathclyde were short-lived. • His rule showed how hard it was to keep control of the whole of England effectively. • However often the Danes were defeated they had plenty of reserves and would come again which limited his effectiveness.		analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels, candidates will focus on weighing up the reasons but at Level 4, may simply list reasons. • At Level 5 and above there will be judgement as to how far he was effective. • At higher levels candidates might establish criteria against which to judge effectiveness. • 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.

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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