



**GCE**

**History A**

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

A Level

**Mark Scheme for June 2025**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2025

## 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                                                                        |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <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                                                                           |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1        |  |  | <p><b>‘King John did not suffer from the impact of the Interdict and his excommunication.’</b></p> <p><b>Use the four sources in their historical context to assess how far they support this view.</b></p> <ul style="list-style-type: none"> <li><b>In discussing how Source A largely supports the view</b>, answers may argue that the prime message of the source is that John took over church revenues and land so certainly did not suffer but there are hints that he feared he might suffer.</li> <li><b>In discussing the provenance of Source A</b>, answers may suggest that Roger of Wendover was hostile to John, but that he accurately reflected contemporary views that property rights should not be violated.</li> <li><b>In discussing the historical context of Source A</b>, answers may refer to the king’s view that he deserved the Church’s income because it was not fulfilling its duties and also show that he did benefit because bishops and abbots whom John favoured were soon able to regain their lands, at a price.</li> <li><b>In discussing how Source B does support the view</b>, answers may argue that John continued to gain revenue from the Interdict, he kept back Peter’s Pence and there is no suggestion that the</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <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> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark | Guidance |
|----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <p>king shared in the suffering of the country at large.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B,</b> answers may suggest that, as a monk at Canterbury, Gervase was hostile to John and his attacks on church property but he is known to be an especially reliable and original source for this period as he died in 1210.</li> <li>• <b>In discussing the historical context of Source B,</b> answers may refer to the fact that John appeared to be trying to end the Interdict and relieve his people's suffering but evidence about the wider impact of the Interdict is quite sparse, and its most stringent requirements were gradually relaxed, so John suffered even less than most.</li> <li>• <b>In discussing how Source C does not support the view,</b> answers may argue that the pope encouraged the Welsh (who made a bargain with the pope in return for the relaxation of the Interdict) to rebel, and John was defeated, so he clearly suffered, and his reputation was besmirched by the execution of the hostages.</li> <li>• <b>In discussing the provenance of Source C,</b> answers may suggest that the Barnwell Chronicler is the most even-handed of the chronicles but even he considered that John was well-served by divine retribution.</li> </ul> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mark | Guidance |
|----------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source C</b>, answers may refer to the fact that the Welsh revolt was one of the factors which drove John to negotiate and the Welsh prince Llewellyn was in touch with Philip Augustus as well as baronial leaders such as Robert fitz Walter and Eustace de Vesci who were plotting against John, all of which was a major threat to John and added to his suffering.</li> <li>• <b>In discussing how Source D does not support the view</b>, answers may argue that the agreement with the papacy required that John should pay Rome from his ordinary revenues, that if the monies were not paid his throne was forfeit, and John could not wriggle out of the agreement (because it was perpetual), all of which would make him suffer.</li> <li>• <b>In discussing the provenance of Source D</b>, answer may suggest that the Charter is a factual account of the grant John made as part of the settlement with Rome, and thus is a reliable source, showing that, once John had recognised that he needed to settle with Rome, he did so even if the terms were harsh.</li> <li>• <b>In discussing the historical context of Source D</b>, answers may point out that John was able to negotiate the amount of his payments, that he gained benefits from the settlement, despite its apparent punitive nature, and that the</li> </ul> |      |          |

Y103/01

Mark Scheme

June 2025

| Question |  |  | Answer                                                                                                                  | Mark | Guidance |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | bishops appointed after 1213 were all acceptable to John showing he had not, in the end, suffered on that score either. |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2*       |  |  | <p><b>‘England was effectively governed during the minority and early years of the reign of Henry III (1216 – 1232).’</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing that England was governed effectively,</b></p> <ul style="list-style-type: none"> <li><b>Answers might argue</b> that William the Marshall played a key role in promoting effective government.</li> <li><b>Answers might argue</b> that the Regency Council improved the financial position, a key to effective government.</li> <li><b>Answers might argue</b> that the failure of Louis’ invasion showed the government was effective in defence.</li> <li><b>Answers might argue</b> that Hubert de Burgh was a competent administrator.</li> <li><b>Answers might argue</b> that the accession of a child allowed those formerly hostile to John to rally to the crown.</li> </ul> <p><b>In arguing that government was not effective, answers could suggest that:</b></p> <ul style="list-style-type: none"> <li><b>Answers might argue</b> that rivalries among the ministers of Henry III destabilised the government.</li> <li><b>Answers might argue</b> that the government of Peter des Roches was viewed by many as corrupt which was a threat to stability.</li> </ul> | 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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>No set answer is expected.</li> <li>At higher levels, candidates will focus on weighing up the factors but at Level 4, may simply list events.</li> <li>At Level 5 and above there will be judgement as to whether the government was effective or not.</li> <li>At higher levels candidates might establish criteria against which to judge effectiveness.</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> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark | Guidance |
|----------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the resumption of crown lands caused disquiet among the nobles which hindered effective government.</li> <li>• <b>Answers might argue</b> that the activities of Fawkes de Breauté showed the government was not always able to keep law and order.</li> <li>• <b>Answers might argue</b> that the loss of lands in France reflected badly on the government.</li> <li>• <b>Answers might argue</b> the rebellion of 1232, led by Richard Marshal against des Roches and the Poitevin faction, highlights the weakness of government in the early years of Henry's reign.</li> </ul> |      |          |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3*       |  |  | <p><b>How important was the emergence of the Lord Edward in ensuring Simon de Montfort's seizure of power in 1263 was short-lived?</b></p> <p><b>In arguing that the Lord Edward was important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> Edward emerged as the leader of Henry's faction but was untarnished by his father's mistaken policies so won support.</li> <li>• <b>Answers might suggest</b> Edward was able to negotiate and win over key barons like Gloucester and Mortimer.</li> <li>• <b>Answers might suggest</b> that, as a royal prince, Edward was a more attractive option than de Montfort.</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up success and failure; but at Level 4, may simply list what happened.</li> <li>• At Level 5 and above there will be judgement as to which factors were the more important.</li> <li>• At higher levels candidates might establish criteria against which to judge importance.</li> </ul> |

| Question |  |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                    |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |  |  | <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> Edward was a capable military commander as he showed at Lewes.</li> <li>• <b>Answers might suggest</b> that at Evesham he outmanoeuvred de Montfort and de Montfort was killed, a crucial outcome.</li> </ul> <p><b>In arguing that other factors were important,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might suggest</b> de Montfort took the major role in government after Lewes and began to seem autocratic.</li> <li>• <b>Answers might suggest</b> de Montfort relied on his family and a few supporters which seemed as bad as Henry III and the Lusignans and so lost him support.</li> <li>• <b>Answers might suggest</b> that the papal legate excommunicated de Montfort which weakened his reputation.</li> <li>• <b>Answers might suggest</b> de Montfort enriched himself and his family and so lost support from the nobles.</li> <li>• <b>Answers might suggest</b> de Montfort could not keep law and order, a key requirement of any government.</li> </ul> |      | <ul style="list-style-type: none"> <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> |

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><br>26–30<br>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><br>21–25<br>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><br>16–20<br>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><br>11–15<br>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><br>6–10<br>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.                                                                                                                                                      |
| <b>Level 1</b><br>1–5<br>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><br>17–20<br>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><br>13–16<br>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><br>10–12<br>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><br>7–9<br>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.                                                                                                |
| <b>Level 2</b><br>4–6<br>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><br>1–3<br>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.                                                                                                                                                                                                                                                                                                                                                                                                  |

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit



**ocr.org.uk/qualifications/resource-finder**



**ocr.org.uk**



**Twitter/ocrextams**



**/ocrextams**



**/company/ocr**



**/ocrextams**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.