



GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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 2021

1. Annotations

Annotation	Meaning of annotation
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

2. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Using these four sources in their historical context, assess how far they support the view that King Alfred's tactics led to the defeat of the Vikings.</p> <ul style="list-style-type: none"> • In discussing how Source A partly supports the view, candidates might refer to Alfred coming with a large army, but also that the men of Rochester mounted a stout defence on their own. • In discussing the provenance of Source A, answers might comment that Asser tended to praise the role played by Alfred in any situation. • In discussing the historical context of Source A, answers might refer to the Vikings as essentially raiders, who moved on as soon as they were challenged and so confrontational tactics worked well in defeating them. • In discussing how Source B does not support the view, candidates might refer to the role played by the ealdormen and the king of Mercia in defeating the Vikings. • In discussing the provenance of Source B, answers might comment on the author also being an ealdorman. • In discussing the historical context of Source B, answers might argue that the unreliability of the Vikings in keeping to treaties and the way their armies combined, made them such a threat that Alfred could not defeat all their attacks. • In discussing how Source C does support the view, candidates might refer to the way Alfred split 	30	<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.

		<p>his army so he always had fresh troops and his care in selecting a place for his camp.</p> <ul style="list-style-type: none">• In discussing the provenance of Source C, answers might suggest that Florence of Worcester used the A-S Chronicle as one of his sources.• In discussing the historical context of Source C, answers might argue that Alfred's tactics were again helped by the participation of local warriors and that the change-over for the two parts of the army did not always run smoothly.• In discussing how Source D does support the view, candidates might refer to the building of ships to match and outdo the Viking fleet• In discussing the provenance of Source D, answers might comment on the contemporary nature of the Chronicle.• In discussing the historical context of Source D, answers might refer to the late date of the Source, showing that naval tactics were only developed quite late in the reign, but were a good way to deal with the Vikings, whose great strength was at sea.		
--	--	--	--	--

2*		<p>How effective were Edgar's reforms?</p> <p>In arguing that Edgar's reforms were effective,</p> <ul style="list-style-type: none"> • Answers might consider the reforms to monasteries, which brought in monks from reformed houses and led to new foundations. • Answers might consider that legal reforms led to the laws being written down and so known to all. • Answers might consider that Edgar's 'oral decree' was a very effective way of keeping order. • Answers might argue that control of the minting of coins led to a currency respected at home and abroad. <p>In arguing that Edgar was not wholly effective,</p> <ul style="list-style-type: none"> • Answers might consider the paucity of the evidence which makes a judgement difficult. • Answers might consider that the Church reforms were resisted by some. • Answers might consider Edgar was unpopular for taking land from nobles for the Church. • Answers might consider that these tensions were reflected in the rivalries at court, which led to the succession being disputed between Edward and Aethelred, Edgar's sons by different wives. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on weighing up how effective Edgar's reforms were; but at Level 4, may simply list them. • At Level 5 and above there will be judgement as to the effectiveness of the reforms. • 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.
----	--	--	----	--

3*	<p>'The achievements of Aethelred's reign were completely undermined by his failure to deal with the Viking threat'. How far do you agree?</p> <p>In arguing that the failure over the Vikings overshadowed everything else,</p> <ul style="list-style-type: none"> • Answers might consider that paying the Danes to go away (Danegeld), simply encouraged them to come back. • Answers might consider that the failure of efforts to build an English fleet contributed to the defeat, and that there was some English support for more vigorous resistance, but this was never sustained. • Answers might suggest that Aethelred's attempt to deal with the Danish threat in the St Brice's Day massacre backfired. • Answers might suggest that the role of Eadric Streona sabotaged English efforts. • Answers might argue that some Vikings were able to settle on the Isle of Wight. <p>In arguing that other of Aethelred's achievements were worthy of remembrance,</p> <ul style="list-style-type: none"> • Answers might consider his legal reforms which were extensive, including the Wantage Code and the development of an early form of 'jury of presentment'. • Answers might consider his ecclesiastical legislation, especially in regard of the status, privileges and responsibilities of the priesthood. • Answers might consider that he improved relations with Richard II, Duke of Normandy, which reduced the aid given to the Vikings. • Answers might consider that between 993 and 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels, candidates will focus on discussion about the nature of Aethelred's reign: but at level 4, may simply list the things he achieved. • At Level 5 and above there will be judgement as to whether the the failures against the Vikings did 'eclipse' everything else.. • At higher Levels candidates might establish criteria against which to judge the relative success or otherwise. • 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 descriptions in the levels mark scheme.
----	--	----	--

			<p>1006 the country was more stable, and this period saw a flowering of literature (works by Ælfric, Byrhtferth, Wulfstan of Winchester), manuscripts, and other artwork.</p>		
--	--	--	---	--	--

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 generalised 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored