

## **GCE**

### **History A**

#### **Y103/01: England 1199-1272**

Advanced GCE

### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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**Annotations**

<b>Annotation</b>	<b>Meaning of annotation</b>
<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

## Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that, in the early months of his reign, King John made more friends than enemies in France and Normandy.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A partly supports the view</b>, answers might refer the Norman lords as friends but the other nobles only seeming to be friends when they got concessions from John, but in fact remaining enemies.</li> <li>• <b>In discussing the provenance of Source A</b>, answers might comment that William Marshal was crucially involved in these events but that a French writer might regard John with some hostility.</li> <li>• <b>In discussing the historical context of Source A</b>, answers might refer to the need for John to act decisively to secure Normandy, which the archbishop and William Marshal recognised.</li> <li>• <b>In discussing how Source B does not support the view</b>, answers might refer to enemies John made over his marriage and over his dismissive treatment of Arthur.</li> <li>• <b>In discussing the provenance of Source B</b>, answers might comment that the dean was well-placed at the centre of events but took a churchman's view of John's divorce.</li> <li>• <b>In discussing the historical context of Source B</b>, answers might argue that John and his wife had not lived together for some time, so this was a less significant issue than letting Arthur go to Paris as he had a good claim to the throne. The French</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <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>

		<p>king was bound to be an enemy, given the extent of the Angevin Empire.</p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source C supports the view,</b> answers might refer to John making useful friendships amongst French nobility as well as building up his forces.</li> <li>• <b>In discussing the provenance of Source C,</b> answers might argue that the monk was generally even-handed in his approach and saw the need for John to collect allies against Philip.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might consider that the truce was only a pause in the hostilities with France and John would need all the backing he could get when it expired.</li> <li>• <b>In discussing how Source D partly supports the view,</b> answers might refer to the way John won over William des Roches and the viscount of Thouars, but also that Arthur and his supporters had clearly become enemies.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might comment on the chronicle being written very soon after these events.</li> <li>• <b>In discussing the historical context of Source D,</b> answers might refer to the reasons why Arthur and his mother were enemies and to the outcome of this later.</li> </ul>		
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2*		<p><b>'The barons were more divided than united in the period from 1258 to 1260.' How far do you agree?</b></p> <p><b>In arguing that the barons were divided,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might refer</b> to the peace agreement with France which was supported by most barons but created problems for those who had claims to lands in France.</li> <li>• <b>Answers might refer</b> to the extension of government reforms to baronial government which annoyed some barons.</li> <li>• <b>Answers might consider</b> that there was tension over the meeting of Parliament in 1260.</li> <li>• <b>Answers might consider</b> the role of the Lord Edward, whose inconstancy led to divisions emerging.</li> <li>• <b>Answers might suggest</b> that the spilt between de Montfort and the earl of Gloucester nearly led to war.</li> </ul> <p><b>In arguing that the barons were united,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the barons held together in 1258 and forced Henry III to accept reforms.</li> <li>• <b>Answers might consider</b> that the barons acted together to secure peace terms in Wales and with France.</li> <li>• <b>Answers might consider</b> that the unpopularity of the Lusignans was a uniting factor.</li> <li>• <b>Answers might consider</b> that a programme of redress of governmental abuses in the localities united the barons.</li> </ul>	<p><b>20</b></p> <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><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 divisions and aspects of unity; but at Level 4, may simply list events.</li> <li>• At Level 5 and above there will be judgement as to whether there was more division or unity.</li> <li>• At higher levels candidates might establish criteria against which to judge the extent of the divisions.</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>
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3*		<p><b>How successful was the government, in the period from 1266 to 1272, in bringing about reconciliation in England?</b></p> <p><b>In arguing that the government was successful,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that most barons who had been deprived of their lands were able to recover them.</li> <li>• <b>Answers might argue</b> that wives and daughters of de Montfort's supporters were treated fairly.</li> <li>• <b>Answers might suggest</b> that the Statute of Marlborough showed that Henry III had accepted that government reforms were permanent.</li> <li>• <b>Answers might refer</b> to the continued use of Parliament by Henry III to raise taxes.</li> <li>• <b>Arguments might point out</b> that the succession of Edward I went smoothly, even though he was absent on crusade.</li> </ul> <p><b>In arguing that reconciliation was limited,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the treatment of the earl of Derby, which seemed vindictive, and the seizure of rebel property after Evesham.</li> <li>• <b>Answers might consider</b> the popularity of the cult of Simon de Montfort which kept the idea of divisions alive.</li> <li>• <b>Answers might suggest</b> that Edward remained on bad terms with the earl of Gloucester, until he left for the crusade.</li> <li>• <b>Answers might argue</b> that there was still a good deal of local disturbance with attacks on cathedrals even in 1272.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <u><b>Neither significance nor relative importance are attributed to the features listed.</b></u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the success of the government: but at level 4, may simply list what the government did.</li> <li>• At Level 5 and above there will be judgement as to how much success the government enjoyed.</li> <li>• At higher Levels candidates might establish criteria against which to judge success.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation. it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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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> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2 and 3: Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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