

## **GCE**

### **History A**

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

Advanced GCE

### **2020 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.

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

## PREPARATION FOR MARKING ON-SCREEN

1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

2. Here is the mark scheme for this question paper.

**How far do you agree questions . . .**

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.

**Neither significance nor relative importance are attributed to the features listed.**

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.

**Other questions . . .**

The indicative content lists features of the period studied that relate to the question set.

**Neither significance nor relative importance are attributed to the features listed.**

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.

**MARK SCHEME Section A**

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Using these four sources in their historical context, assess how far they support the view that King John showed the qualities needed by a king in the period 1200-1202.</b></p> <ul style="list-style-type: none"> <li>• <b>In discussing how Source A partly supports the view,</b> answers might refer to the advantages for John in the marriage to Isabella and his need for an heir, while also suggesting that the consequences of the marriage showed it was rather rash.</li> <li>• <b>In discussing the provenance of Source A,</b> answers might comment that the chronicler was generally well-informed.</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 the crown against the claim of Arthur.</li> <li>• <b>In discussing how Source B supports the view,</b></li> </ul>	30	<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>answers might refer to the speed with which John acted to rescue his mother and take his enemies by surprise.</p> <ul style="list-style-type: none"> <li>• <b>In discussing the provenance of Source B,</b> answers might comment that John had few victories so made the most of this one.</li> <li>• <b>In discussing the historical context of Source B,</b> answers might argue that John had some justification for being proud of what he had achieved, notably after being outwitted by Philip II at Le Goulet.</li> <li>• <b>In discussing how Source C does not fully support the view,</b> answers might refer to its implication that while John was making sure his rival was kept safe, he, nevertheless alienated powerful nobles who rebelled against him.</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 does not depict John as entirely in the wrong. Indeed, it is his advisors who suggest that Arthur be debilitated.</li> <li>• <b>In discussing the historical context of Source C,</b> answers might consider the threat posed by Arthur and the further reasons for the opposition of William des Roches.</li> <li>• <b>In discussing how Source D does not support the view,</b> answers might refer to the way John failed to keep his word and the consequences of this deception. But they could also note that John was deceived as well.</li> <li>• <b>In discussing the provenance of Source D,</b> answers might comment on the partiality of the author for his hero William the Marshal and thus hostility to King John</li> <li>• <b>In discussing the historical context of Source D,</b> answers might refer to the losses John suffered in</li> </ul>		
--	--	--	--	--

2*		<p>the campaigns up to 1204</p> <p style="text-align: center;"><b>Section B</b></p> <p><b>How serious were the problems faced by the government during the minority and early years of Henry III (1216-1232)?</b></p> <p><b>In arguing that the problems were serious,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the problems of foreign influence in government led to discontent and unrest.</li> <li>• <b>Answers might consider</b> that the wars with France were not successful but still led to a need for higher taxes.</li> <li>• <b>Answers might consider</b> that rivalry between Hubert de Burgh and Peter des Roches destabilised the government.</li> </ul> <p><b>In arguing that the problems were overcome,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the minority saw the restoration of the bureaucracy and sound government.</li> <li>• <b>Answers might consider</b> that the regular reissuing of Magna Carta helped the government to keep popular support.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the seriousness of the problems; but at Level 4, may simply list the problems.</li> <li>• At Level 5 and above there will be judgement as to whether the problems were serious or not.</li> <li>• At higher levels candidates might establish criteria against which to judge the seriousness of the problems.</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>
----	--	---	----	---

3*		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the invasion of Louis in 1216 failed and William the Marshal played a considerable role in restoring royal authority.</li> <li>• <b>Answers might consider</b> that castles were taken back into royal hands and crown land resumed.</li> <li>• <b>Answers might suggest</b> that lawless elements were dealt with.</li> </ul> <p><b>'Henry III's marriage was the main cause of the difficulties he faced 1232-1258,' How far do you agree?</b></p> <p><b>In arguing that the marriage was the root cause,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Eleanor was a strong personality and her influence over Henry was resented.</li> <li>• <b>Answers might argue</b> that the queen's Savoyard relations caused tension at court with English barons.</li> <li>• <b>Answers might suggest</b> that the role of foreigners led to the English barons trying to get more control over decision making.</li> <li>• <b>Answers might refer</b> to the generous gifts made by Henry to the Savoyards which were blamed by some for the high taxes he levied.</li> </ul> <p><b>In arguing that there were other factors causing difficulties,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the levels of taxation needed to pay for the war in Gascony.</li> <li>• <b>Answers might consider</b> the problems in local government which led to Henry being unpopular.</li> <li>• <b>Answers might suggest</b> that Henry's view of kingship brought him into conflict with the terms of</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels, candidates will focus on weighing up the importance of the marriage: but at level 4, may simply list Henry's difficulties.</li> <li>• At Level 5 and above there will be judgement as to which cause(s) are the most vital.</li> <li>• At higher Levels candidates might establish criteria against which to judge the main cause.</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>
----	--	---	----	---

			<p>Magna Carta.</p> <ul style="list-style-type: none"><li>• <b>Answers might argue</b> that by 1258 Henry was more or less bankrupt.</li><li>• <b>Answers might consider</b> that Henry seemed to be moving away from the consultative monarchy of his minority to something more authoritarian.</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> 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.

**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](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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