



GCE

History A

Unit **Y133/01**: England 1199–1272

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
 3. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Use your knowledge of John's attitude to the Church to assess how useful Source A is as evidence for the reasons why John quarrelled with the Pope.</p> <p>In discussing how Source A is useful,</p> <ul style="list-style-type: none"> • Answers might consider that the Pope makes it clear that the quarrel concerned the appointment of the archbishop of Canterbury. • Answers might consider that John had his reasons for objecting to the choice of Langton and that English kings had always played a role in the choice of the archbishop of Canterbury as the archbishop was a key player in government. • Answers might consider that Innocent III's language is not wholly conciliatory and that he had a reform agenda. • Answers might consider that the Source shows John had been threatening from the start of the issue. • Answers might consider how the king would react to this letter from the Pope. • Answers could consider whether John was irreligious and hostile to the Church as some chroniclers maintained. 	10	<ul style="list-style-type: none"> • No set answer is expected • The answer must assess utility for the issue specified. Analysis and evaluation of utility for other issues is not required and should not be credited • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the source, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
2	<p>Using these three sources in their historical context, assess how far they support the view that John was to blame for the problems he had with the Church.</p> <ul style="list-style-type: none"> • In discussing how Source A does or does not support the view, candidates might refer to how the king had behaved inconsiderately and that his reasons for rejecting Langton were seen as frivolous by the Pope. • In discussing the provenance of Source A, answers might comment that Innocent III had his own agenda as a reforming pope and clearly did not like being defied by John. • In discussing the historical context of Source A, answers might refer to how justified John's reasons were and to the fact that most kings played a role in the selection of an important prelate like the archbishop. • In discussing how Source B does or does not support the view, candidates might refer to how John reacted with fury and blasphemed and made threats against the bishops who were trying to patch things up. • In discussing the provenance of Source B, answers might comment on the known hostility of Roger of Wendover to John. • In discussing the historical context of Source B, answers might argue that the threat of an Interdict was enough to enrage the king, but also point out that John's fury is mentioned on other occasions and so was a feature of his character. • In discussing how Source C does or does not support the view, candidates might refer to the evil reputation which John had acquired so that even his overtures for peace were viewed as suspicious. 	20	<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. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the sources, in line with the descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• In discussing the provenance of Source C, answers might argue that Gervase was close to the centre of events and well-informed.• In discussing the historical context of Source C, answers might argue that John may have been ready to negotiate but that the terms the Pope set were hard for him to accept.		

Mark Scheme Section B

Question	Answer/Indicative content	Mark	Guidance
3*	<p>How far were Henry III's the problems faced by Henry III caused by his reliance on foreign advisers?</p> <p>In arguing that foreign advisers were the main factor</p> <ul style="list-style-type: none"> • Answers might consider the role of Simon de Montfort and of the Savoyard relations of the queen, William and Peter of Savoy. • Answers might consider that the advent of the Poitevin half-brothers of the king, William, Aymer, Geoffrey and Guy, in the 1240s made the situation worse. • Answers might consider that the foreigners controlled much patronage and it was difficult for others to get redress, while the Lusignans got involved in legal disputes over lands they claimed. • Answers might suggest that Henry did not rely entirely on foreign advisers and that Richard de Clare, Hugh Bigod and Henry's brother, Richard of Cornwall, were all leading councillors. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider the abilities and priorities of Henry III and his methods of government. • Answers might consider that the failure of Henry's continental policies made a considerable impact in destabilising his government. His treaty with France, while recognising the reality of the situation was a surrender and his Sicilian adventure was a failure. • Answers might consider that Henry levied taxes frequently and Parliament began to protest. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reason. • 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 mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none">• Answers might consider that Henry was unpopular for failing to curb the power of the sheriffs.• Answers might argue that the power exercised by Henry's queen, Eleanor of Provence was detrimental.• Answers might point out that, for all his piety, Henry was criticised by an ecclesiastical council		

Question	Answer/Indicative content	Mark	Guidance
4*	<p>Assess the reasons for the failure of Simon de Montfort to hold on to power.</p> <p>In arguing the lack of support of the English barons was crucial,</p> <ul style="list-style-type: none"> • Answers might consider that few of the major barons joined de Montfort. • Answers might consider the powerful position of Richard de Clare. • Answers might refer to the role of Richard of Cornwall and William de Valence in promoting opposition to de Montfort. • Answers might argue that de Montfort was seen as a foreigner in England by nobles such as Hugh Bigod, who rejoined the king in 1263. <p>In arguing that there were other factors,</p> <ul style="list-style-type: none"> • Answers might consider the diverse nature of those who supported de Montfort. • Answers might indicate that de Montfort, despite his high-sounding principles, was also eager to improve the financial position of himself, his wife, Eleanor, and his sons. • Answers might discuss the revival of Henry III's position in 1260 and the temporary withdrawal of de Montfort in 1261. • Answers might assess the role of Prince Edward and his seizing of the military initiative in 1264. • Answers could consider the impact of the <i>Mise of Amiens</i>. • Answers might consider the actions of de Montfort after his victory at Lewes. • Answers might suggest that short-term circumstances enabled Edward to defeat and kill de Montfort at Evesham, the slaughter there reflecting the hatred in which de Montfort was held. 	20	<ul style="list-style-type: none"> • No set answer is expected. • 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.

APPENDIX 1 – this contains the generic mark scheme grids

	<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: Use your knowledge of [specified historical context] to assess how useful Source [...] is as evidence of.... [10]
Level 5 9–10 marks	The answer has a good focus on the question. The source is evaluated, using both provenance and relevant knowledge of the historical context that is specified in the question, in order to engage with the source and reach a supported analysis of its utility as evidence for the issue in the question.
Level 4 7–8 marks	The answer is mostly focused on the question. The source is evaluated, using both provenance and generally relevant knowledge of the historical context that is specified in the question, in order to engage with the source and produce an analysis of its utility as evidence for the issue in the question. The use of provenance may not be developed.
Level 3 5–6 marks	The answer is partially focused on the question. There is partial evaluation of the source, with use of some knowledge of the historical context that is specified in the question, in order to engage with the source and produce a partial analysis of its utility as evidence for the issue in the question.
Level 2 3–4 marks	The answer has only limited focus on the question. There is a generalised evaluation of the source, with use of limited knowledge of the historical context that is specified in the question, in order to engage with the source and produce a basic analysis of its utility as evidence for the issue in the question.
Level 1 1–2 marks	This answer is on the wider topic area, but not on the detail of the question. There is a very basic evaluation of the source, with very limited use of very generalised knowledge of historical context that is specified in the question, in order to engage with the source in a very limited way to attempt a very simple analysis of its utility. This analysis may primarily take the form of drawing information from the source, and it will be considered more as evidence for the wider topic area than the specific issue in the question.
0 marks	No evidence of understanding or reference to the source.

	<i>A02: 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 2: How far do the three sources support the view? [20]
Level 5 17–20 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 13–16 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 9–12 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 5–8 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 1–4 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 3 and 4: Essay [20]
Level 5 17–20 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 13–16 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 9–12 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 5–8 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 1–4 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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