



Oxford Cambridge and RSA

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2023**

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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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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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 scoris 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 or the scoris messaging system, or by email.

**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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **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.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
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
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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 of annotation
<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

## 12. 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 the main decisions in government and administration were taken by Alfred alone.</b></p> <p><b>In discussing how Source A partly supports the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could suggest that</b> Alfred sees the task of government as one that was entrusted to him alone and so he would make the decisions.</li> <li>• <b>Answers could also argue</b> that Alfred indicates that he needs help and support, notably from men who can pray, fight and work with him, indicating that he is not taking the decisions entirely on his own.</li> <li>• <b>In discussing the provenance of Source A,</b> answers could suggest that as Alfred is the author the passage naturally reflects his views.</li> <li>• <b>In discussing the historical context of Source A,</b> answers could refer to the role of the Witan in advising the king and his reliance on his thegns and soldiers.</li> </ul> <p><b>In discussing how Source B partly supports the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could consider</b> that Alfred made the decision about how to allocate his revenue himself, but that he always had some of the thegns who served him on duty at court, which suggests they contributed to decision making.</li> <li>• <b>In discussing the provenance of Source B,</b> answers could suggest that Asser, as a contemporary biographer of the king, was well-placed to know what the procedures at court were.</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>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>In discussing the historical context of Source B</b>, answers could explain how the shift system worked and contributed to smooth running of the government machine.</li> </ul> <p><b>In discussing how Source C largely supports the view,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could point out</b> that Alfred took the decision himself over the laws he kept but consulted with his councillors about which ones he should reject.</li> <li>• <b>In discussing the provenance of Source C</b>, answers could consider that Alfred wrote this preamble to the Law Code himself and so it reflects what he thought.</li> <li>• <b>In discussing the historical context of Source C</b>, answers could refer to Alfred's role as a law-giver and the importance he attached to the keeping of law and order.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In discussing how Source D supports the view, Answers could suggest</b> that Alfred was fully in control, although needing to persuade his advisers to support his aims, and that he punished the disobedient severely.</li> <li>• <b>In discussing the provenance of Source D</b>, answers could argue that, as a monk, Florence stresses the God-given kingly role and so is likely to see the king as the main decision maker.</li> <li>• <b>In discussing the historical context of Source D</b>, answers could consider some examples of the way Alfred ensured his wishes were carried out expeditiously.</li> </ul>		



Question	Answer	Mark	Guidance
2*	<p><b>Assess the reasons for the success of Edward the Elder against his opponents.</b></p> <p><b>In arguing it was his military skills and political ties that were most important.</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could suggest</b> that Edward was supported by his sister Aethelflaed of Mercia in his campaigns against the Danes.</li> <li>• <b>Answers could consider</b> the role of the army and navy acting together to defeat the Danes.</li> <li>• <b>Answers could refer</b> to the campaigns of 917, which left Edward in control of most of East Anglia.</li> <li>• <b>Answers could argue</b> that the rulers of Wales and Scotland submitted to Edward and could consider the nature of this submission.</li> </ul> <p><b>In arguing that other factors made a significant contribution to his successes,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could explain</b> the role of burhs in the gradual subjugation of the Danelaw.</li> <li>• <b>Answers could suggest</b> that raids and plundering contributed to the defeat of the Danes.</li> <li>• <b>Answers might suggest</b> that neither Aethewold's revolt nor his alliance with the Danes proved to be successful, despite the Battle of the Holme.</li> <li>• <b>Answers could suggest</b> that Edward used diplomacy as well as fighting to defeat his</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</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 reasons for Edward's success but at Level 4, may simply list reasons why he was successful.</li> <li>• At Level 5 and above there will be judgement as to which are the most important reasons</li> <li>• At higher levels candidates might establish criteria against which to judge importance.</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
3*	<p>enemies and could refer to the instance of Raegnald.</p> <ul style="list-style-type: none"> <li>• <b>Answers could argue</b> that Edward had a degree of good fortune in the convenient deaths of Aethewold and Raegnald.</li> <li>• <b>Answers could suggest</b> that the marriage ties between Edward's family and various rulers on the continent (e.g. Otto, future H.R.E.) gave him prestige and influence.</li> </ul> <p><b>How much change did Athelstan make in the way England was governed?</b></p> <p><b>In arguing that Athelstan introduced new methods of government,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could suggest</b> that Athelstan needed to reflect the extension of his territorial power and evolve ways of governing the whole country and so he delegated more power to some ealdormen.</li> <li>• <b>Answers could consider</b> that a few ealdormen were given an even more extensive role as a 'half-king'.</li> <li>• <b>Answers could argue</b> that defensive and security needs led to more regular shire meetings and the development of the shire-reeve to maintain law and order.</li> <li>• <b>Answers could consider</b> Athelstan's new law code and how far it was innovative.</li> </ul> <p><b>In arguing that government methods remained much the same,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers could indicate</b> that other kings had made laws and Athelstan continued that tradition.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.</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 how much change there was but at Level 4, may simply list the main changes.</li> <li>• At Level 5 and above there will be judgement as to the extent of change.</li> <li>• At higher levels candidates might establish criteria against which to judge how much change occurred.</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 could argue</b> that the kingly role in government changed very little.</li> <li>• <b>Answers could suggest</b> that the royal court remained the centre of government, with noble councillors attendant on the king.</li> <li>• <b>Answers could consider</b> that Athelstan's reforms were largely adaptations of existing institutions and the real changes came under Edgar.</li> <li>• <b>Answers could also point</b> out the problems in ascertaining which of the tenth century kings were responsible for changes in an evolving administrative system.</li> </ul>		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>A02: 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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