



**GCE**

**History A**

**Y303/01: Thematic study and historical interpretations:  
English government and the church 1066-1216**

A Level

**Mark Scheme for June 2024**

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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

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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
	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

Y303/01

Mark Scheme

June 2024

Annotation	Meaning
<b>S</b>	Synthesis
<b>E</b>	Continuity/Change

Question			Answer	Mark	Guidance
1			<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of Henry I's relationship with the English Church.</b></p> <p><b>In locating the interpretations within the wider historical debate answers might argue</b> that Interpretation A argues that despite Henry I's promises, the church was not free under him and little reform happened, and note that in support of this it mentions royal influence in elections, the unchanging character of bishops, Henry's making money from the church and the pope's lack of control over the English church.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation A</b>, answers might argue that Interpretation A is valid as elections took place at the royal court</li> <li>• <b>Answers might argue</b> that bishops promoted by Henry were often his friends or relatives, or from the royal chapel, as in the past</li> <li>• <b>Answers might argue</b> that Henry gave up little of real substance in the Compromise of Bec, just relinquishing investiture with the ring and staff</li> <li>• <b>Answers might argue</b> Henry had control over church councils and restricted entry of papal legates</li> <li>• <b>Answers might argue</b> that Interpretation A is less valid as Henry supported church reformers</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 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul>



Question			Answer	Mark	Guidance
			<p>in their quest for clerical celibacy and promoted the growth of monasticism</p> <p><b>In locating the interpretations within the wider historical debate answers might argue</b> that Interpretation B argues that, although Henry managed the English church, his behaviour was far from tyrannical, and the church fared well under him since he regarded it as a vital part of the realm. In support of this it mentions, for example, his generosity, his justice for churchmen, and his good relations with the papacy.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B, answers might argue</b> that Interpretation B is valid because far from despoiling churches Henry was a great patron and benefactor and established Reading Abbey, and contemporary chroniclers praised his generosity</li> <li>• <b>Answers might argue</b> that the church was in the hands of capable men such as Roger of Salisbury and Anselm</li> <li>• <b>Answers might argue</b> that Henry's compromise with Anselm and his subsequent amicable relationship with him showed him not wishing to make an enemy of the church</li> <li>• <b>Answers might argue</b> that Henry was a guardian of the church, protecting it and giving back lands previously taken</li> <li>• <b>Answers might argue</b> that Henry was diplomatic in his dealings with the pope.</li> </ul>		

Y303/01

Mark Scheme

June 2024

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li><b>Answers might argue</b> that Interpretation B is less valid as Henry not only fined married clergy but even took money from unmarried priests</li> </ul>		

Question			Answer	Mark	Guidance
2*			<p><b>‘The main impact of the continental possessions of the crown on English central government was the development of the office of chief justiciar.’</b></p> <p><b>How far do you agree with this view of the period from 1066 to 1216?</b></p> <p><b>Answers might consider some of the following themes:</b> the problem of absentee kingship and the development of the office of justiciar as a solution to absentee kingship, the office of chief justiciar, the impact on finances, chancery and centralised government</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that from the beginning of the period the continental possessions led to absentee kingship and the need for a form of government which could function in the absence of the king. The development of the office of chief justiciar was an important part of that machinery.</li> <li>• <b>Answers might argue</b> that, as the continental possessions grew, the chief justiciar was important for most of the period, becoming a great officer of state under Henry II and enjoying vice regal powers.</li> <li>• <b>Answers might argue</b> that the chief justiciar was also important as he presided over the Exchequer, the main financial institution of the realm</li> </ul>	25	<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 answers might establish criteria against which to judge the validity of the interpretation</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that in the late twelfth century the chief justiciar carried out the most far-reaching investigation to that point into judicial, financial, and administrative practices</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the main impact of the continental possessions was financial as expanding and defending them incurred increasing costs which led kings to maximise their revenues through the systematic exploitation of finances, leading to the Exchequer, Pipe rolls etc</li> <li>• <b>Answers might argue</b> that the main impact was the centralisation of justice which helped to maximise the finances needed to maintain the continental possessions</li> <li>• <b>Answers might argue</b> that the main impact was the growth of the chancery to support the absentee kingship</li> <li>• <b>Answers might argue</b> that the main impact was the growth of bureaucracy and centralisation to deal with the problems arising from the continental possessions</li> </ul>		

Question			Answer	Mark	Guidance
3*			<p><b>‘The most important developments in the growth of English Common Law in the period from 1066 to 1216 took place before the beginning of the reign of Henry I (1100).’</b></p> <p><b>How far do you agree?</b></p> <p><b>Answers might consider some of the following themes:</b> Foundations of common law, the growth of standardised procedures, the role of royal courts, the spread of common practice, the growth of recording cases in writing</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that for common law to develop it needed strong, centralised kingship over the whole country and this existed before 1100</li> <li>• <b>Answers might argue</b> the network of hundred and shire courts in existence in 1066 enabled justice to be dispensed throughout the kingdom, and this was a prerequisite for common law</li> <li>• <b>Answers might argue</b> that William I’s establishment of feudalism helped lead to more standardised practice in courts and more standardised law in landholding cases, so helping to pave the way for the growth of common law</li> <li>• <b>Answers might argue</b> that the developments before 1100 provided the essential conditions for the subsequent development of common law</li> </ul>	25	<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 answers might establish criteria against which to judge the validity of the interpretation.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>

Question			Answer	Mark	Guidance
			<p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the spread of common practice was taken to new heights from the time of Henry I by the use of local justiciars and general eyres, and although the local justiciars were used less from Henry II's time, general eyres grew in importance</li> <li>• <b>Answers might argue</b> that growth of standardised procedure was enhanced by the grand and possessory assizes and use of the standardised returnable writ under Henry II, and by the publication of Glanvill</li> <li>• <b>Answers might argue</b> that after 1100 cases were increasingly heard in the royal courts which helped to spread uniformity of practice and make cheap justice readily available to freemen</li> <li>• <b>Answers might argue</b> that from Henry II's reign cases were increasingly recorded in writing so creating precedent and the opportunity for greater uniformity</li> </ul>		
4*			<p><b>'Relations between archbishops of Canterbury and the crown were better in the period from 1066 to 1154 than in the period from 1154 to 1216.'</b></p> <p><b>How far do you agree?</b></p>	25	<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</p>

Question			Answer	Mark	Guidance
			<p><b>Answers might consider some of the following themes:</b> Church reform, the nature of the changing relationship of monarchs and archbishops, role of archbishops in secular and conciliar matters</p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the most productive relationship in terms of both furthering reform of the English church and supporting needs of the king was arguably that of William I and Lanfranc, whereas the worst relationships of the period came after 1154</li> <li>• <b>Answers might argue</b> that in the earlier period it was easier to continue the traditional relationship between kings and archbishops, as shown by William I and Lanfranc refusing to pander to the growing power of the church, Lanfranc refusing to answer the papal summons and William refusing to be a papal vassal</li> <li>• <b>Answers might argue</b> that one sign of a positive relationship was the growth of church reform and that is seen particularly before 1154</li> <li>• <b>Answers might argue</b> that flexibility of the king and archbishop over church reform was a sign of a good working relationship, and this is more noticeable before 1154 than after eg in the Compromise of Bec</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p>		<p>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 answers might establish criteria against which to judge the validity of the interpretation.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that both before and after 1154 archbishops supported the king in coronations and in state affairs, e.g., Lanfranc and William I, Theobald and Stephen, Walter and Richard I</li> <li>• <b>Answers might argue</b> that, both before and after 1154, relations deteriorated to the point of archbishops being exiled</li> <li>• <b>Answers might argue</b> that even before 1154, an archbishop might defy a king's refusal to allow attendance abroad at a church council, as Theobald defied Stephen</li> <li>• <b>Answers might argue</b> that, both before and after 1154, relations varied as personalities changed e.g., Anselm's contrasting relationship with William II and Henry I; and Henry II's relationship with Becket</li> </ul>		



APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
<b>0 marks</b>	No evidence of understanding and no demonstration of any relevant knowledge.

	<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, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
<b>0 marks</b>	The answer contains no relevant information.

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