



GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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:

- 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
	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
	Simple comment
	Unclear
	View
	Synthesis
	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of Henry I's success in seizing Normandy. In locating the interpretations within the wider historical debate answers might suggest that Interpretation A argues that Henry's success in Normandy was due to meticulous preparations, better diplomacy and more skilful military tactics than Duke Robert used and note that in support of this it mentions his courting of the Norman nobility, and his success at Tinchebray. • In evaluating Interpretation A, answers might argue that Interpretation A is valid as Henry managed to win over erstwhile supporters of Robert e.g. William of Warenne. • Answers might argue that Henry's diplomacy persuaded the King of France and his son not to help Robert and won over neighbouring counts e.g. Maine and Anjou. • Answers might argue that Henry's meticulous preparations included raising taxes in England to fund the campaign, using bribes of money or heiresses to win over nobles, and using propaganda to claim that he came as the saviour of Normandy. • Answers might argue that Interpretation A is valid as Henry's more skilful military tactics at Tinchebray included keeping a force in reserve which eventually led to the collapse of Robert's army.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question			Answer	Mark	Guidance
			• Answers might argue that Interpretation A is less valid as Duke Robert was not left without allies as he had the continuing support of Robert de Belleme and William of Mortain. In locating the interpretations within the wider historical debate answers might suggest that Interpretation B argues that Duke Robert had considerable support for his claim to the English throne but squandered it, with the result that Normandy fell into chaos and refugees asked Henry's help in ending the anarchy. Moreover, although Robert's support collapsed, he decided on a pitched battle with no chance of success. • In evaluating Interpretation B, answers might argue that Interpretation B is valid as Duke Robert was duped into agreeing to the Treaty of Alton. • Answers might argue that Normandy was lawless, especially because of Robert of Belleme, who attacked defenceless peasants, women and churchmen as well as armed combatants. • Answers might argue that Duke Robert's support was reduced to men like Robert de Belleme and William of Mortain, who had personal grudges against Henry. • Answers might argue that Tinchebray was decisive as Duke Robert was captured and held in captivity for the rest of his life. • Answers might argue that Interpretation B is less valid as Robert's position at Tinchebray		

Question			Answer	Mark	Guidance
			was not completely hopeless as his army's fierce attack initially led to an impasse.		

Question			Answer	Mark	Guidance
2*			'The reasons for rebellion in Stephen's reign were typical of the reasons for rebellion in England throughout the period from 1066 to 1216.' How far do you agree? Candidates might consider some of these themes: disputed succession or support for an alternative ruler; problems created by the continental possessions of the English king; reaction against strong government; baronial self-interest; the personalities of kings; multi-causal rebellions. In supporting the hypothesis in the question, Answers might argue that the rebellion in Stephen's reign was caused mostly by disputed succession and support for an alternative ruler and that this was the case for some rebellions through much of the period. Answers might argue that problems created by the continental possessions, including that of having two overlords, played a part in the rebellion of Stephen's reign and also in other rebellions across the period.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. - No set answer is expected. - At higher levels answers might establish criteria against which to judge the validity of the interpretation. - To be valid, judgements must be supported by relevant and accurate material. - 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.

Question			Answer	Mark	Guidance
			• Answers might argue that baronial self-interest played a part in rebellion in Stephen's reign and is also seen in 1075, for example. • Answers might argue that the personality of kings was a factor in Stephen's reign and in John's reign. In challenging the hypothesis in the question, • Answers might argue that reaction against strong government helped lead to rebellions in both the early period and under the Angevins but not under Stephen. • Answers might argue that heavy taxation to maintain the continental lands was a factor in some rebellions such as the Great Rebellion. • Answers might argue that some rebellions had specific causes such as reaction to the Norman Conquest in William I's reign or to military failure in John's reign. • Answers might argue that rebellions tend to be multi-causal, and the relative importance of different causes varies in different rebellions.		

Question			Answer	Mark	Guidance
3*			‘The reasons for changes in the organisation and administration of local government remained the same throughout the period from 1066 to 1216.’ How far do you agree? Candidates might consider some of these themes: Kings’ wishes to make local government more efficient, to maximise revenues from local government or to bring local officials under control; kings’ desire for increased centralisation; pressures created by the continental possessions; introduction of feudal ideas; inadequacy of earlier changes; reaction to specific developments. In supporting the hypothesis in the question, • Answers might argue that kings repeatedly wished to make local government more efficient and accountable e.g. through increasing the accountability of sheriffs. • Answers might argue that throughout the period kings wished to maximise revenues from local government to help to offset the rising costs of warfare and government. • Answers might argue that for most of the period there was a desire to extend royal justice to the shires, leading to the increased use of itinerant justices at the expense of sheriffs. • Answers might argue that at least from the reign of William II the underlying desire of kings for centralisation lay behind changes in local government and that, at least in part, this was driven by the pressures created by the continental possessions. In challenging the hypothesis in the question,	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material. • 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.

Question			Answer	Mark	Guidance
			• Answers might argue that in the immediate post Conquest period, the introduction of feudalism brought changes in local government. • Answers might argue that some later changes were brought about because earlier ones had proved inadequate, for example, the inquests of sheriffs under the Angevins. • Answers might argue that the rise of the sheriff again in Stephen's reign was due to his specific needs. • Answers might argue that changes in Henry II's reign were partly the result of his having to deal with the aftermath of the upheavals of Stephen's reign.		
4*			‘Archbishops of Canterbury did more to strengthen the English church in the period from 1066 to 1154 than in the period from 1154 to 1216.’ How far do you agree? Candidates might consider some of these themes: Church reform; primacy; development of church law; independence of the church; periods of exile; relationships with bishops. In supporting the hypothesis in the question, • Answers might argue that more was done to strengthen the church with regard to church reform in the period 1066 to 1154 than in the later period. Hubert Walter issued decrees on reform, but Lanfranc and Anselm held more	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • To be valid, judgements must be supported by relevant and accurate material.

Question			Answer	Mark	Guidance
			reforming councils which helped to deal with abuses. • Answers might argue that the primacy issue was more of a matter of concern to archbishops in the period up to 1154 and was dealt with in several ways. • Answers might argue that following periods of exile, archbishops in the earlier period e.g. Anselm or Theobald, were able to return and work effectively whereas Becket was not reconciled to the king and Langton was unable to enter the country for some years. In challenging the hypothesis in the question, • Answers might argue that with regard to strengthening the independence of the church from monarchical control, there were advances in both parts of the period (e.g. Anselm and the Investiture Conflict; Theobald and the Council of Rheims; Becket and criminous clerks). • Answers might argue that both Theobald in the period up to 1154 and Becket in the period after worked hard to promote the growth of church law. • Answers might argue that, regarding their relationships with their bishops, archbishops in both the period up to 1154 and that after 1154 had times when they were not in full control e.g. some of Anselm's bishops disagreed with his stance on investiture and Becket disagreed with his during his quarrel with Henry II.		• 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 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>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.
0 marks	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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.
0 marks	The answer contains no relevant information.

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