



GCE

History A

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

A Level

Mark Scheme for June 2022

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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.**

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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

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11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of local justice and government in the reign of Henry I. In locating the interpretations within the wider historical debate, Answers might argue that Interpretation A argues that there was much centralisation and systematisation of local justice and administration in the reign of Henry I. Both local justiciars and sheriffs were brought increasingly under royal control and were part of Henry's attempt to maintain peace and order. In virtually all England itinerant justices were used to attend to royal business. In evaluating Interpretation A, Answers might argue that view is valid as there was a growth in the number of justices used, both in individual shires and itinerant justices covering several shires. Answers might argue that the view is valid as Henry kept control of sheriffs by using as sheriffs curiales who owed everything to him and would therefore be more pliable. Answers might argue that it is valid as Henry I was renowned for his involvement in justice, such as dealing with abuses of local justice which had crept in, by insisting that shire and hundred courts met as they had pre Conquest,	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

			and making it possible for more cases to be heard in the king's courts. • Answers might argue that the view is less valid as there were no inquests of sheriffs. In locating the interpretations within the wider historical debate, • Answers might argue that Interpretation B argues that although first steps were taken to develop links between the king and the localities, through the exchequer and itinerant justices, the sheriff remained the chief royal official in the shires and government seemed, for most men and for most of the time, local government. Royal government was only an occasional force in the localities. In evaluating Interpretation B • Answers might argue that the view is valid as the exchequer was used to establish control over sheriffs and that they were required to render account there regularly. • Answers might argue that it is valid as sheriffs retained a wide range of duties in the localities such as preserving the peace, collecting money and carrying out royal orders. • Answers might argue that the validity of Interpretation B is heightened by the fact that it is supported by Interpretation A regarding the use of itinerant justices in the localities. • Answers might argue that the view is valid as shire and hundred courts remained at the hub of local government and that Henry's charter shows that he wished this to continue. • Answers might argue that it is less valid as, by appearing twice a year before the exchequer and having itinerant justices at work in the shire, the sheriff was increasingly under royal		
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		supervision and so increasingly royal government impinged on the localities. • Answers might argue that it is less valid as itinerant justices began to take on some of the sheriff's role, such as reporting local information to the exchequer.		
2*		'The main reason for rebellion in the period from 1066 to 1216 was baronial self-interest.' How far do you agree? In supporting the hypothesis in the question, • Answers might argue that baronial self-interest can be seen as a reason for rebellion throughout the period. • Answers might argue that this was sometimes because of personal grievance eg Roger of Hereford in 1075 resenting the growth of royal control in the Marches where he exercised his influence, or because barons as a group thought their rights were being undermined as seen in some of the clauses of Magna Carta. • Answers might argue that barons sometimes rebelled because of the difficulties for them in having two overlords, one in England and one in France, and that barons wished to reduce this problem. • Answers might argue heavy taxation to retain or regain the continental lands was a burden to barons and helped to lead to the Great Rebellion and the rebellion against John by which time they were seeing the fight as increasingly futile. • Answers might argue that barons rebelled as a reaction to their perceived oppression as a	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. • 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.

			result of strong government as in the Great Rebellion or those against Stephen and John. In challenging the hypothesis in the question, • Answers might argue that tensions caused by the continental possessions caused rebellion in a number of instances from the reign of William I to the rebellion against John. • Answers might argue that disputed succession caused rebellions in 1088 and under Stephen and Matilda. • Answers might argue that personalities of kings helped to lead to rebellion eg against Stephen who was perceived as unreliable or against John who was seen as untrustworthy. • Answers might argue that all rebellions were multi-causal. • Answers might argue that while baronial self-interest was often a factor, its relative importance varied.		
3*			‘Characterised by disagreement.’ How far do you agree with this view of relations between the archbishops of Canterbury and York in the period from 1066 to 1216? In supporting the hypothesis in the question, • Answers might argue that there are periods of conflict between the archbishops of Canterbury and York through most of the period. • Answers might argue that failure to reach a permanent resolution of the primacy question meant that it remained a bone of contention on both sides and trouble could flare up at any point, especially earlier in the period as in 1115 when Thurstan of York refused to profess obedience to Canterbury. • Answers might argue that papal intervention could fuel the acrimony between Canterbury and		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. • To be valid, judgements must be supported by relevant and accurate material.

			York, by the pope appointing someone other than Canterbury as papal legate or giving York privileges which exempted him from Canterbury's jurisdiction. • Answers might argue that on occasion both monarch and archbishops could take deliberate action which made the situation worse eg Henry II having York crown Young Henry to the fury of Becket and Becket's publication of papal bulls suspending York. In challenging the hypothesis in the question, • Answers might argue that there was not constant disagreement. • Answers might argue that recognition of Lanfranc's personal supremacy by York, or the 1125 grant of legatine authority to Canterbury brought temporary peace in the primacy issue. • Answers might argue that there were times when one or other of the archbishops had other things on their minds than conflict with each other such as Anselm's trying to resolve difficulties with Henry I over lay investiture, the schism in York in Stephen's reign or Langton's inability to enter England and his later suspension. • Answers might argue that by the thirteenth century both Canterbury and York were more focused on problems with their own dioceses than on disagreement with each other.		• 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.
4*			Assess the view that archbishops of Canterbury enjoyed better relations with the Papacy than with the Crown in the period from 1066 to 1216. In supporting the hypothesis in the question,		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

		• Answers might argue that archbishops of Canterbury who actively supported the growing power of the Church, such as Anselm, Becket at times, or Langton at first, tended to enjoy good relations with the papacy. • Answers might argue that some archbishops found it difficult to accept the traditional ideas of church /state relations and this led to often poor relations with the crown as seen for example with Theobald and Stephen, Becket and Henry II, Langton and John. • Answers might argue that it was not only church reform which caused problems as Anselm argued with William II over non theological matters such as the quality of the Canterbury knights, and even before he was aware of the full extent of Gregorian Reform. In challenging the hypothesis in the question, • Answers might argue that throughout the period there are examples of archbishops of Canterbury working harmoniously with the crown to promote the needs of the state such as Lanfranc with William I, Hubert Walter with Richard I, or at least having good relations with the monarch such as Theobald initially and Henry II with archbishops pre and post Becket. • Answers might argue that even after he became aware of the full demands of Gregorian Reform Anselm was able to reach the Compromise of Bec with Henry I. • Answers might argue that not all archbishops enjoyed good relations with the papacy as Lanfranc ignored a summons to Rome and that Becket and Langton had poor relations with the papacy at times. • Answers might argue that popes sometimes deliberately undermined archbishops of		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. • 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.
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			Canterbury by supporting other bishops instead of them.		
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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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