



Oxford Cambridge and RSA

GCE

History A

Y303/01: English Government and the Church 1066-1216

Advanced GCE

2021 Mark Scheme (DRAFT)

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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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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
E	Continuity/Change

Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the extent of the disturbances during Stephen’s reign.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate answers might argue that Interpretation A argues that although there was an increase in violence which had affected the life and wealth of England, the disturbances never affected the whole country and in loyal areas government continued to function. • In evaluating Interpretation A, answers might argue that interpretation A is valid because the worst disturbances were confined to East Anglia, the west and the Thames Valley. • Answers might argue that Interpretation A is valid as there is clear evidence of the continuation of royal government: coins continued to be minted, the Exchequer continued to function, the chancery continued to produce writs and royal justice was dispensed. • Answers might argue that Interpretation A is convincing as it looks at evidence on both sides and allows that there was violence and considerable disturbances at times and this is backed up by Interpretation B. • Answers might argue that Interpretation A is less convincing as it implies an improving situation from 1143 but there was intensified warfare between Stephen and Henry in 1153. • In locating the Interpretations within the wider historical debate answers might argue that 	30	<p>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></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"> • No set answer is required • 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 the descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
	<p>Interpretation B argues that the disturbances of Stephen's reign were widespread and caused much damage.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that it is valid because contemporary chroniclers on both sides wrote of the breakdown of law and order. • Answers might argue that Interpretation B is valid in saying that atrocities were not confined to Geoffrey de Mandeville's rebellion as the Earl of Chester behaved in a similar way. • Answers might argue that Interpretation B is valid in referring to intensified warfare in 1153 as Stephen was then fighting the future Henry II. • Answers might argue that Interpretation B is correct in referring to the suffering of the country and the wasting of property as large areas of the south west, midlands and north were still recorded as waste in Henry II's reign. • Answers might argue that Interpretation B is less convincing as it asserts that the agricultural economy of parts of England must have been seriously affected without offering any supporting evidence. • Answers might argue that Interpretation B is less convincing in its description of unalleviated misery and lawlessness as apart from royal government continuing in areas loyal to Stephen, a version of government was also established in areas controlled by Robert of Gloucester and David of Scotland. 		

Question	Answer	Mark	Guidance
2*	<p>How important was the impact of continental possessions of the Crown on the development of English central government in the period from 1066 to 1216?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that the impact of continental possessions was important as they necessitated a form of government which could function effectively in the absence of the king abroad and this led ultimately to the development of the role of Chief Justiciar. • Answers might argue that maintenance of the continental possessions led to increased warfare which in turn meant kings needed to increase their finances through taxation which led to the development of the Exchequer and to more control over sheriffs. • Answers might argue that need for money to maintain the continental possessions helped to bring more control over justice and its profits, citing for example, eyres, itinerant justices and possessory assizes. • Answers might argue that absenteeism because of the continental possessions led to increased bureaucracy and the development of the chancery in support of that. • Answers might also argue that loss of Normandy created some of the tensions lying behind the rebellion of 1215 which resulted in Magna Carta and the dismantling of much of Angevin government. • In challenging the hypothesis in the question it might be argued that kings and officials played a more important role in recognising the need for the development of government and in bringing about measures to effect that change. • Answers might argue that the main reason for change 	25	<p>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></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"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid judgments 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
	<p>was the Norman Conquest which brought about feudal government.</p> <ul style="list-style-type: none"> • Answers might argue that increased administrative costs at home made kings keen to maximise their revenues through development of the Exchequer. • Answers might argue that kings' desire to extend their control over their officials led not only to sheriffs having to render regular account but also to far-reaching inquests of sheriffs and other royal officials. • Answers might argue that some of the main developments in English central government stemmed from Henry II's attempts to deal with the weakening of government under Stephen. 		

Question	Answer	Mark	Guidance
3*	<p>How consistent was the role of the archbishops of Canterbury in the government of the Church in England in the period from 1066 to 1216?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that throughout the period Archbishops had a role in both Church and state. • Answers might argue that throughout the period, Archbishops of Canterbury were expected to crown kings and might point to Becket’s displeasure when he was not asked to crown young Henry. • Answers might argue that several Archbishops during the period took a very active role in government and point to Lanfranc, Walter and Langton for example. • Answers might argue that most Archbishops were interested in strengthening the Church in England, although their methods might vary. Lanfranc protected the church from Gregorian Reform while introducing his own reforms. Anselm supported the rights of the Church against the Crown in the Investiture Contest, reaching the Compromise of Bec in which the King gave up investiture with ring and staff. Becket upheld the cause of ecclesiastical rights over criminous clerks and the independence of church courts. • Answers might argue that most Archbishops wanted to exercise primatial authority over the Church although none succeeded in getting permanent recognition of this. <p>• In challenging the hypothesis in the question it might be argued that in practice there were differences in the emphasis placed by Archbishops on</p>	25	<p>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.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid judgments 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
	<p>different aspects of their role.</p> <ul style="list-style-type: none"> • Answers might argue that some Archbishops, for example Becket, or Anselm attached less importance to their governmental role. • Answers might argue that some Archbishops attached less importance to strengthening their control over the Church e.g. periods spent in exile by Anselm and Becket weakened their control over the Church. Becket’s quarrel with Henry alienated some of the bishops such as Foliot and so weakened his control over them. • Answers might argue that by the end of the period establishing primacy over York was a less important role as by then both Canterbury and York were experiencing problems with their own provincial bishops. • Answers might argue that some Archbishops saw the most important aspect of their role as upholding their principles e.g. Becket and Anselm. 		

Question	Answer	Mark	Guidance
4*	<p>‘The main impact of the papal reform movement on the English Church in the period from 1066 to 1216 was the strengthening of papal authority over the English Church.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that there was far more papal influence over the English Church at the end of the period than at the beginning. • Answers might argue that whereas Lanfranc successfully resisted Gregory VII’s summons to Rome, Innocent III intervened in the Canterbury election, placed England under interdict and suspended Langton. • Answers might argue that the Papacy was able to intervene to reduce the authority of the Archbishop of Canterbury. • Answers might point to the growth in appeals to Rome during the period which both weakened archiepiscopal authority and enhanced that of the Pope. <ul style="list-style-type: none"> • In challenging the hypothesis in the question answers might argue that freedom of the Church from royal control was the main impact of the papal reform movement. • Answers might argue that royal control was weakened by the Investiture Contest. • Answers might argue that an important impact was the development of ecclesiastical justice. • Answers might argue that the main impact was deteriorating relations between kings and their Archbishops of Canterbury as there were clashes of principle between kings keen to uphold their 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid judgments 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
	traditional rights and Archbishops keen to uphold the new notions of ecclesiastical rights and independence promoted by the papal reform movement.		

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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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