

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2018**

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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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

**Subject-specific Marking Instructions**

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Here is the mark scheme for this question paper.

**MARK SCHEME**

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the passages and explain which you think is more convincing about Henry I's personality.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b> answers might argue that Interpretation A argues that, although cruel punishments were not unusual in the Middle Ages, Henry's must have been particularly severe as so many chroniclers comment on them. Henry was seen to be cruel and to have ruled by instilling fear in different sectors of society. He is also seen to be greedy and living in fear of rebellion because of the extent of taxation.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view of his cruelty is valid because it is supported by a range of contemporary evidence. Answers might argue that he could also be seen as greedy as Henry made determined efforts to ensure revenue was collected.</li> <li>• Answers might argue that Interpretation A sounds more convincing as it allows that he was known as the 'Lion of Justice' but then counters this with the explanation that this was because he fought the French and extracted money from his subjects.</li> <li>• Answers might argue that the view in A is less convincing as it was less greed than necessity caused, for example, by costs of warfare in Normandy which necessitated heavy taxation.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is required</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 the descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers might argue that Interpretation A is less convincing as, despite plenty of opportunity during Henry's prolonged absences from England, there was no rebellion which might suggest that contemporaries did not see him as unreasonably cruel and greedy.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b> answers might argue that Interpretation B argues that Henry did not institute a reign of terror but that he used cruel punishments only against those who deserved them, royal officials who exceeded their authority or barons spoiling to break the peace, and that Henry had the general approval of contemporaries. Some might argue that had the magnates not been bound to him by gratitude and hope of favours to come, they would have rebelled as they had plenty of opportunity to do so.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that this is valid as Interpretation A lends it support by mentioning contemporary sources which show Henry taking punitive action against wrongdoers, for example mutilating moneyers found guilty of debasement, or barons who fought against him .</li> <li>• Answers might argue that Interpretation B is valid as there is contemporary evidence of Henry building up a grateful baronage through his magnanimous treatment of them eg William of Warenne and Ranulf Flambard.</li> <li>• Answers might argue that Interpretation B is correct as Henry had no revolt during his long absences from England which suggests that he did not resort to extortion and repression to enforce baronial obedience.</li> <li>• Answers might argue that the view in B is less convincing as Henry's treatment of his barons could be seen as partial, and therefore part of a reign of terror.</li> </ul>		

Question	Answer	Mark	Guidance
2*	<p><b>‘The most important change in English central government in the period from 1066 to 1216 was the development of the office of chief justiciar.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, answers might argue that from its origins in the reign of William Rufus (Ranulf Flambard), through its development under Henry I (Roger of Salisbury) to reaching its fullest expression under the Angevins, the office of chief justiciar was increasingly important as part of the mechanism by which English government could function effectively with an absentee king.</li> <li>• Answers might argue that by the time of Henry II the chief justiciar was a great officer of state who exercised vicegerent duties and ran the country in the king’s absence.</li> <li>• Answers might argue that the chief justiciar presided over the Exchequer and so controlled the main financial institution of the realm.</li> <li>• Answers might argue that in Richard’s reign the chief justiciar (Hubert Walter) had so much power that he could bring to book, through setting in motion the most far-reaching investigation then seen into administrative, judicial and financial practices, most government officials and so make more effective the centralisation of government.</li> <li>• <b>In challenging the hypothesis in the question</b> it might be argued that the chief justiciar being in charge of the Exchequer was a less important change than the development and efficient functioning of the Exchequer itself as this made possible the systematic exploitation of finance to maximise royal revenue and so cope with the growing costs of administration and warfare.</li> <li>• Answers might argue that without the efficient functioning of the Exchequer the chief justiciar would not have had the funds available to enable him to carry out his duties.</li> </ul>	25	<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.</li> <li>• To be valid judgments 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
3*	<ul style="list-style-type: none"> <li>• Answers might argue that the judicial innovations of Henry II's reign could be seen as more important than the development of the office of chief justiciar as without the effective mechanisms and systematisation of justice thus established it would have been much more difficult for Common Law to have been established, or the profits of justice to increase or for justice to be administered in the king's absence.</li> <li>• Answers might argue that the development of the role of chancellor throughout the period meant that by the reign of John the chancellor rather than the chief justiciar was the most important royal official.</li> <li>• Answers might argue that the development of feudalism under William I was a more important development than the rise of the chief justiciar.</li> <li>• Answers might argue that the most important change was centralisation itself and that the development of the office of chief justiciar was just one manifestation of this.</li> </ul> <p><b>Assess the importance of feudalism in the development of English Common Law in the period from 1066 to 1216.</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, answers might argue that the rapid growth of feudalism after the Conquest was fundamental to the development of Common Law.</li> <li>• Answers might argue that with its emphasis on the distribution of land in return for service it led to the classification of different types of landholding which led to the standardisation of law regarding land holding.</li> <li>• Answers might consider the importance of the feudal courts which were established which led to greater standardisation.</li> </ul>	25	<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.</li> <li>• To be valid judgments 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
4*	<ul style="list-style-type: none"> <li>• Answers might consider the development of common feudal practice which led to increased standardisation.</li> <li>• <b>In challenging the hypothesis in the question</b> it might be argued that the work of Henry II was more important as it led to more standardised and systematic practice, for example, the possessory assizes, the importance of the assizes of Clarendon and Northampton with the resulting tightening of criminal law and the development of the standardised returnable writ.</li> <li>• Answers might argue that Henry I laid the foundations of Common Law with his common enforcement of the law.</li> <li>• Answers might consider the role of canon law and the church courts.</li> <li>• Answers might argue that none of this would have been possible without the strong and effective royal authority established by the Saxons and the existence of shire and hundred courts across the country.</li> </ul> <p><b>‘Becket did more to strengthen the English Church than any other Archbishop of Canterbury in the period from 1066 to 1216.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, answers might argue that Becket was prepared to publicly defend the independence of the English Church and to stand up to royal authority.</li> <li>• Answers might consider Becket’s work to strengthen the ecclesiastical courts and to clarify areas of jurisdiction which went beyond what had been achieved before.</li> <li>• Answers might argue that Becket’s martyrdom and canonisation and Henry’s public penance at Becket’s shrine all helped to increase the reputation of the English church in relation to royal authority. No other archbishop had such an</li> </ul>	25	<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.</li> <li>• To be valid judgments 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>

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	<p>effect as a result of his death and subsequent events.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis in the question</b> it might be argued that Becket helped to damage the church through his quarrel with Henry II which gave both the king and the pope the opportunity to strengthen their control over it. By contrast, Anselm's disagreement with the king ended in compromise (Bec) and the reduction of royal control, and Lanfranc kept the church free from papal interference.</li> <li>• Answers might argue that Lanfranc did more to strengthen the Church through cooperation with the king than Becket did through confrontation, increasing its prestige through associating it with the establishment of Norman rule, and reforming it.</li> <li>• Answers might argue that Becket, more than other archbishops, helped to divide the English bishops through his quarrel.</li> <li>• Answers might argue that, whereas the primacy problem was temporarily resolved under Lanfranc, and Theobald's legatine authority helped bolster the power of the Archbishop of Canterbury and thus his control over the church, relations with York worsened under Becket so dividing authority in the Church.</li> <li>• Answers might argue that the beginning of separate ecclesiastical jurisdiction took place under Lanfranc and that Becket was only building on this.</li> <li>• Answers might consider Theobald's promotion of canon law.</li> <li>• Answers might consider that Langton helped to strengthen the reputation of the English Church by helping to mediate in the struggle between John and the barons and in helping to draft Magna Carta whereas Becket did nothing to improve relations between church and state.</li> </ul>		

APPENDIX 1 – this contains the generic mark scheme grids

	<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.
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>
	<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.
0 marks	The answer contains no relevant information.

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