



GCE

History A

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

Advanced GCE

Mark Scheme for June 2019

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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

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	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

Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the importance of Hubert Walter in English government in the reign of Richard I.</p> <ul style="list-style-type: none">• In locating the Interpretations within the wider historical debate answers might argue that Interpretation A argues that that Hubert Walter was left to his own devices and that the great administrative measures of the reign were all down to him.• In evaluating Interpretation A, answers might argue that it is valid as the role of chief justicar did indeed reach its zenith under Hubert Walter.	30	<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
	<ul style="list-style-type: none"> • Answers might argue that Interpretation A is valid as all the great administrative reforms of Richard's reign occurred while Walter was in charge as chief justiciar and this is backed up by Interpretation B. • Answers might argue that Interpretation A is valid as even though Richard was absent from England for five years, Walter kept the country free from rebellion. • Answers might argue that Interpretation A is correct as Hubert Walter contributed to the development of the machinery for administering justice. • Answers might argue that Interpretation A is less convincing as the great reforms of 1194 to 1198 coincided with Richard's return from his captivity and his ability to be involved in government. • In locating the Interpretations within the wider historical debate answers might argue that Interpretation B argues that while Hubert Walter was an outstanding government minister, government was very much the King's business. • In evaluating Interpretation B, answers might argue that this interpretation is valid because there was a new impetus to government once Richard was in a position to take an active role, with various initiatives from 1194 to 1198. • Answers might argue that Interpretation B is valid as the final words on Richard's charters were 'teste me ipso' – myself as witness, indicating Richard taking a personal interest in government business. • Answers might argue that Interpretation B is convincing as although Hubert Walter had more authority than his predecessors, he was still subject to 		

Question	Answer	Mark	Guidance
2*	<p>Richard I's authority.</p> <ul style="list-style-type: none"> Answers might argue that Interpretation B is less convincing in arguing that the flurry of government activity from 1194 shows Richard's involvement as this was precisely the time Walter took over and can be seen as evidence of Walter's administrative genius at work. <p>'The main reason for rebellion in the period from 1066 to 1216 was reaction against strong government' How far do you agree?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, answers might argue that there are examples of rebellion as a reaction to strong government from the reign of William I to 1215. Answers might argue that in the Anglo-Norman period barons rebelled against the growth of royal power and royal interference in their areas of influence. Answers might argue that the Great Rebellion of 1173-4 was partly a result of tension building up over twenty years of strong Angevin rule. Answers might argue that in 1215 rebellion was at least in part a reaction to sixty years of Angevin rule with its growth of royal control and systematic intervention in many spheres of life. In challenging the hypothesis in the question it might be argued that some rebellions were caused by tensions created by continental possessions of the Crown. Answers might argue that in both the eleventh and twelfth centuries support for alternative rulers led to 	25	<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
3*	<p>rebellion.</p> <ul style="list-style-type: none"> Answers might argue that baronial self-interest led to rebellion. Real or perceived threats from royal government led to barons fighting to preserve their rights. Answers might argue that throughout the period most rebellions were multi-causal. <p>‘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 II’. How far do you agree?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, answers might argue that there were a number of important developments before the reign of Henry II which led to the growth of Common Law. Answers might argue that William I inherited aspects of strong Anglo-Saxon government which helped the development of Common Law. Answers might argue that the introduction of feudalism by William I led to the increased standardisation essential to the growth of Common Law. Answers might argue that Henry I made an important contribution to Common Law with his common enforcement of the law through use of local justiciars and redirection of cases to shire courts. Answers might consider the development of Canon Law and church courts which helped to develop Common Law. <ul style="list-style-type: none"> In challenging the hypothesis in the question it 	25	<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.

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4*	<p>might be argued that the work of Henry II was more important as it led to more standardised and systematic practice and cite, for example, the possessory assizes, the assizes of Clarendon and Northampton and the development of the standardised returnable writ.</p> <ul style="list-style-type: none"> • Answers might argue that written records of decisions taken at Westminster in the Angevin period created precedents. • Answers might argue that the publication of Glanvill increased standardisation. • Answers might argue that law affected people's ordinary lives more in the later Angevin period. • Answers might argue that the cheapness and availability of royal justice under John led to increasing centralisation of justice and so the potential for more standardisation. • Answers might consider that the judicial clauses of Magna Carta helped bring more common practice. <p>How far was the role of Lanfranc similar to that of other Archbishops of Canterbury in the period from 1066 to 1216?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question and arguing that Lanfranc was similar, answers might argue that Lanfranc was similar to some other Archbishops of Canterbury, Theobald, Hubert Walter and even Anselm, in having good relations with his monarch. • Answers might consider that Lanfranc was similar to other Archbishops in increasing the prestige of the Church and might cite Anselm's reputation as a 	25	<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.

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	<p>theologian and Theobald's promotion of legal teaching.</p> <ul style="list-style-type: none"> • Answers might argue that Lanfranc's interest in Church reform was similar to that of other Archbishops as Anselm, Theobald and Becket were also interested in it. • Answers might argue that Lanfranc set the Church on the path to separate ecclesiastical justice, something which was strongly defended by Becket. • Answers might argue that Lanfranc was similar to Langton and Walter in being involved in matters of state. <ul style="list-style-type: none"> • In challenging the hypothesis in the question and arguing that Lanfranc was not similar, it might be argued that Lanfranc's relationship with his monarch was not like that of most Archbishops of Canterbury. While he used the Church to help establish Norman rule, Langton, Anselm, and Becket had poor relations with monarchs. • Answers might argue that Lanfranc was more prepared than other Archbishops of Canterbury to keep the English Church free from increased papal influence. In contrast, papal influence increased under Anselm, Theobald, Becket and Langton. • Answers might argue that Lanfranc was more able to strengthen the influence of the Church than those Archbishops of Canterbury – Anselm, Becket and Langton - whose periods of absence from England militated against them doing so. 		

Question	Answer	Mark	Guidance

APPENDIX 1

	<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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