

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y303/01 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper Y303/01 series overview

Y303 is one of twenty-one units for Paper 3 of the revised A Level examination for GCE History. This unit tests an extended period of History of at least one hundred years through an interpretation option on a named in-depth topic and two essays.

The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation.

In Section B candidates are required to answer two essay questions from a choice of three.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • showed a clear understanding of the views of the two interpretations in relation to the question • were able to use contextual knowledge to test the interpretations, linking that knowledge directly to the interpretation through evaluative words • were able to consider both the strengths and limitations of both interpretations using contextual knowledge • in answering the essay, questions cover the whole period in a balanced way • adopted a thematic approach • made links and comparisons between aspects of the topic • explained the links and comparisons • supported their arguments with precise and relevant examples • reached a supported judgement about the issue in the question. 	<ul style="list-style-type: none"> • showed a limited understanding of one or both of the interpretations • did not go beyond a basic explanation of part of the interpretation • did not link any contextual knowledge directly to the interpretation and therefore did not evaluate the interpretation • in answering the essay, adopted a chronological rather than thematic approach • did not make links or comparisons even if events from different parts of the period were discussed in the same paragraph • did not cover the whole period • did not focus on the precise wording of the question • made unsupported comments about issues which were no more than assertions.

Section A overview

To do well on Section A, candidates need to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue.

Question 1

- 1 Evaluate the interpretations in **both** of the two passages and explain which you think is more convincing as an explanation of the significance of the dismissal of Roger of Salisbury. [30]

There were many good responses to this question, with most candidates able to take a holistic view of the passages and recognise the key differences in their arguments. Candidates mostly recognised that Passage A suggests that Stephen's dismissal of Roger of Salisbury was a positive move, bringing benefits and even strengthening his position, whereas Passage B suggested that Stephen was weakened by Roger's dismissal. The passages allowed candidates to explore a range of issues, including the impact on Stephen's relationship with the nobility, his ability to govern effectively, his foreign alliances, and his relationship with the church. All of these approaches were valid, although the most successful responses evaluated a range of these issues, with less successful responses focusing on just one, for example only the relationship with the church.

More successful responses provided specific evidence to support or challenge the passages, such as statistical information about the efficiency of Stephen's government following Roger's dismissal, or further details about Stephen's relationship with Theobald in the years following Roger's dismissal. Less successful responses explained the view of both passages but provided little evidence in support. Some responses also focused too heavily on parts of the passages that were less relevant to the question – for example, supporting or challenging Passage A's interpretation of Roger's importance to Henry I, without then clearly linking this to the wider issue of the significance of his dismissal by Stephen. Credit was given here for evidence of evaluation with knowledge, but responses needed to focus carefully on the wording of the question in order to reach the higher levels of the mark scheme.

Exemplar 1

It is clear that passage B is the most useful & significant & convincing in explaining the ~~ownest~~ significance. It highlights the destruction of the crown-church relationship that Stephen had, as ~~the~~ a Roger of Salisbury's (RoS) ~~was~~ tried in a secular court arrest caused 'not 'no reconciliation, no settlement' with Henry of Blois, bishop of Winchester after the arrest. And caused ~~the~~ 'alienation of the church' ~~of Winchester to see no future with him~~'. This is ~~largely~~ due to the trial of RoS ~~which~~ ~~upset~~ churchmen, as he was tried in a ~~the~~ secular court rather than a church court meaning Stephen disregarded canon law and the power of the church.

B's ability to identify the breakdown or 'alienation' with the church relations ^{makes} ~~gives~~ the passage convincing, as the significance of the secular trial caused immense breakdowns in Stephen's church relationship later in the period. Many churchmen lost support for Stephen during the anarchy and defected to Matilda's cause, with even the archbishop of Canterbury asking Stephen for permission to crown her in 1139. The passage's mention that 'there was no reconciliation, no settlement' ^{is valid in} ~~validates the~~ ~~is~~ explaining the breakdown of relations as he suffered from a lack of church support in the rest of his reign. B is also

convincing in explaining the significance of the breakdown in administrative structures & the 'administrative structure in jeopardy' refers to the exchequer, ~~that~~ a part of central government which Roger had been key in creating. By arresting him, the exchequer arguably collapsed as it could not be run effectively. This was proven later in the period as RDS was replaced by a man of little government expertise, Philip Harcourt. Under him, 8 of the 9 clerks working in the chancery left their positions, and the number of

writs being produced in the period more than halved in 1140-5 compared to 1135-9. Thus, the 'administrative structure' was indeed ~~the~~ put in jeopardy as it was not operating at its full capacity, with individuals incompetent at fulfilling these roles. The weakness in passage B however can be seen by ~~the~~ the reintroduction and reestablishment of ~~the~~ central government later in the period. Despite the arrest of RDS and his family, his nephew Richard ^{Clere} Fitznigel was successfully able to restart normal functioning of the exchequer under Henry II, showing it was not completely destroyed. The legacy of RDS's family demonstrated how his arrest may have had little significance. Despite this, it is

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Exemplar 1 shows some good evaluation of Passage B. The interpretation of the passage is explained and supported with contextual knowledge. The evaluation of the impact of Roger's dismissal on the administrative structure is strong, with detailed knowledge used. The evaluation of the impact on Stephen's relationship with the church is not as strong, but still valid. The candidate has addressed a number of points raised in the passage and remained focused on the question throughout. As the quality of evaluation was variable (and the evaluation of Passage A was a little weaker), this response did not reach Level 6, but was clear Level 5 standard.

Section B overview

To do well on Section B candidates need to make connections and links across the whole period, explaining similarities and differences between the events they are discussing in order to show an awareness of continuity and change across the whole period unless instructed otherwise. The comparisons made may be either between periods within the topic or between regions. The strongest answers will test a hypothesis and reach a supported judgement.

Question 2*

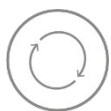
2* 'The main developments in English central government in the period from 1066 to 1216 took place after the accession of Henry II in 1154.' How far do you agree? [25]

This was a popular question, with candidates identifying a number of areas of central government for consideration, including the Exchequer, the Chancery, and the role of Chief Justiciar, among others. All aspects of administration, finance, justice, etc. were considered relevant, and the most successful responses evaluated multiple factors.

Successful responses were able to make consistent comparisons between periods, identifying and explaining changes and developments in each area of government, or suggesting areas of continuity. Conclusions varied, with some candidates suggesting that all main developments occurred after 1154, some distinguishing between different areas of government with some developments before and some after 1154, or some candidates seeking to judge the relative significance or superficiality of developments and then draw their conclusion accordingly. All were valid approaches if well supported.

Some candidates described developments made by each monarch in chronological order within paragraphs, without providing evidence to support the points being made, or without explaining the comparisons. Candidates must fully explain comparisons, with supporting evidence, to show real synthesis and avoid assertion. Some responses also focused only on the reigns of Henry I, Henry II, and Richard – responses must cover the whole period in order to fully address the question.

Assessment for learning



Remind candidates that they must cover the whole period within their response in order to fully address the question. Responses that only cover part of the period are only partly focused and cannot reach the higher levels of the mark scheme. Similarly, candidates should be encouraged to focus carefully on the wording of the question and use the wording of the question in their responses.

Exemplar 2

One of the biggest developments to central government 1066-1216 was the office of the exchequer, most prominently seen after Henry's accession. First seen officially in 1110, the exchequer played an important role under Henry I, in collecting money to pay for his army as well as the dowry of his daughter Matilda. ~~This was an important development from previous reigns~~ ~~as it allowed~~ Stephen also used the exchequer to fund his army in the anarchy, but unlike Henry I, saw the destruction of the exchequer in the anarchy after the arrest of Roger of Salisbury, hence showing that the developments to the exchequer in the earlier part of the period were undone and limited in significance. Unlike Stephen, ~~Henry~~ Richard and Henry II recognised the importance of the exchequer after it was reestablished under Henry II. Key developments like the exchequer of ransom and the Jews were additions to the department of the exchequer, whereby Richard fully utilised the benefits of the exchequer, to pay for his ransom and ~~and~~ ~~scute~~ ~~levy~~ ~~the~~ ~~scutage~~ for his crusades, ~~done~~ further under John. Therefore, the developments to the exchequer were blatantly more important from Henry II's reign onwards as it was being continually used and developed.

unlike the earlier period when it was rejected. However, this could be ~~also~~ argued that the developments of the later period stemmed off of those that predated them, with Roger of Salisbury's original creation of the department. Nevertheless central government, clearly ~~to~~ benefitted more greatly from the additions to the exchequer as earlier it was not fully effective, the 1130 pipe roll shows some sheriffs still owed debts - further arguing the developments to the exchequer from Henry's reign were more significant in central government.

Exemplar 2 shows some good synthesis. In evaluating developments made to the Exchequer, the candidate has considered change and continuity between the reigns of Henry I, Stephen, Henry II, Richard, and John. These comparisons are fully explained, supported with some detailed knowledge, and integrated into a coherent argument. Although the reigns of William I and William II are not considered here, they are assessed later in the response, and so the whole period is covered throughout the complete essay.

This particular exemplar is well focused on the question. Overall, synthesis was not consistent throughout the response as a whole, nor was the level of detail, and so Level 6 was not given. However, the response was well focused with clear examples of synthesis, and so demonstrated the skills we expect to see in Level 5.

Question 3*

3* How far did the role of monasticism remain the same throughout the period from 1066 to 1216?

[25]

Very few candidates opted to respond to this question, and those that did showed very little relevant knowledge of the role of monasticism. The mark scheme outlines a number of areas in which candidates had the opportunity to assess and evaluate change and continuity across the period, including the role of monasticism in spiritual matters, writing and recording, education, and agriculture. Knowledge of these topics was rarely seen in responses.

Misconception



Most candidates who answered this question confused the word 'monasticism' with 'monarchy', and so focused their responses on the role of the King, or occasionally solely on the role of the Archbishop of Canterbury. As a result, very few responses were focused on the question or showed any relevant knowledge that could be given marks.

Question 4*

- 4* 'Throughout the period from 1066 to 1216 the papal reform movement had a limited impact on the English Church.' How far do you agree? [25]

Most candidates considered the impact of the papal reform movement in terms of changes to the authority of the monarchy, changes to the influence of the Pope, the impact on the relationship between the King and the Archbishop of Canterbury, and the success/failure of the implementation of reforms. All were considered valid approaches if linked appropriately to the question.

Few candidates took a monarch-by-monarch approach, preferring a thematic approach, which was encouraging, although many responses still listed the changes made by monarchs or archbishops within paragraphs, without fully explaining comparisons or supporting arguments made. Many responses therefore were given Level 4, recognising some relevant knowledge and explanation but limited synthesis due to a lack of developed argument. Similar to Question 2, some responses did not cover the whole period, and so fell into Level 3 for partial focus.

Stronger responses were able to support comparisons with specific evidence, and therefore could support holistic judgements about the growing impact of the papal reform movement over time (or argued that the impact was superficial). The exemplar below provides examples of comparisons that are explained and used to support holistic judgements.

Exemplar 3

Several of the disputes and disagreements between the Crown and their archbishop stem from principles of papal reform. Henry II and Becket fundamentally disagreed on the issue of criminal clerics and their deserved punishment. The clergy comprised of 15-20% of the population and the majority were in minor orders, meaning that they could plead "benefit of the clergy" and avoid secular punishment. William of Newburgh chronicled that since Henry II's accession in 1154 to ^{the} 1160s there had been over 100 murders committed by clergymen. Henry believed that clergymen who behaved like laymen deserved to be treated as such and thus proposed the deposing of criminal clerics in 1163 at the Council of Westminster. Becket refused based on the entrenched view in papal reform that the church were distinct from secular authority and thus subject to their own laws and rules. The church, in the eyes of the papacy and Becket, had the divine right to treat members of the clergy as they saw fit even if it opposed the will of secular rulers. Anselm and Henry I, similarly, disagreed on principles that stemmed from the papal reform movement. Following Anselm's return from exile in 1100 he had refused to consecrate the Bishop of Worcester, whom Henry had appointed, and did homage to him. During his exile he had attended papal reform councils in 1098 and 1099 in Rome. These dramatically condemned lay investiture and homage to secular rulers, pronouncing these offences punishable by exile or death. As Anselm was present when these announcements took place, he felt

obligated to adhere to them and thus a poignant disagreement resulted. Between Henry and Anselm Cadner deems Anselm to be the "champion of church liberties" and the "loyal friend of the reforming papacy" but these titles only seem to be true after his involvement with the papal reform movement. Previously, he had committed the offences condemned during Rufus' reign but now remained steadfast in his refusal and went into a second period of exile in 1103. The papal reform certainly had a significant impact on the English church as it resulted in heated disagreements between the king and the archbishop of Canterbury. However, these cases seem to be the exception instead of the rule as most archbishops enjoyed very amicable relations with the king such as Ralph, William, and Lanfranc and Hubert Walter.

The papal reform movement resulted in a significant increase in papal authority that ~~was~~ ^{partially produced} with a reduction in royal authority over the church. Pope Gregory VII, to whom Gregorian principles are associated with, demanded that papal legates be allowed to hold councils in England and Normandy and that bishops attend councils in Rome. At his time, he was deemed a fire-branded revolutionary that could not receive these demands. However, his principles would be actualised in the next 100 years. His conflict with Emperor Henry IV of Germany ~~was~~ and lack of full public support for his demands meant that William could refuse his demand in 1080 for Lanfranc to attend

a council in Rome and for William to see homage to him. In contrast, Pope Innocent III is often depicted as the epitome of the papal reform movement as he received England in 1213 from John. John surrendered England and received it back as a fief, becoming a vassal of the pope. Innocent had also negated both John's candidature and the monks' candidature for Archbishop of Canterbury (the Bishop of Norwich and the sub-prior respectively). Instead, he consecrated Cardinal Stephen Langton against John's wishes. The growing sophistication of ecclesiastical papal administrations and definition of canon law meant that a greater number of appeals went to Rome. Innocent III responded to a Bishop of Ely and offered legal advice on 19 separate queries, illustrating how he had become the supreme authority over the church. This is held in direct contrast to William I who was able to refuse Gregory and remain the ultimate authority on ecclesiastical matters due to the "Customs of the Conquerors". The number of papal legate visits increased over the period. Initially they were for the king's benefit, with papal legates visiting Ely in 1100 to reconsecrate William I, but became a means to diminish royal authority over the church. French Cardinal Albert held a council at Westminster in 1138 which issued 17 new canons regarding clerical marriage, simony, lay investiture and more. He also organised the election of a new Archbishop of Canterbury, Theobald, and consecrated him the following year. Additionally, he held and

led negotiations with the Scots. This illustrates the authority that the papal reform movement exacted over England at the expense of royal power. Nonetheless, kings of the 13th century could expect some sort of authority over the church and with a cooperative pope, would experience limited differences practically to the time of William the Conqueror.

Exemplar 3 shows some detailed knowledge and some good synthesis. The synthesis becomes stronger later in the exemplar – the first paragraph is well focused, with detailed knowledge, although focused mainly on Henry II and Becket before making the first comparison with Henry I and Anselm further down the page. In the second paragraph, we see clearer comparisons made between William I and John. These comparisons are well explained, and we start to see real synthesis when the candidate draws conclusions that take a wide view of the period, identifying change such as the growing impact of reform, continuity in the fact that all kings retained a certain degree of authority, or identifying where examples are ‘the exception to the rule’. All of these observations have been supported elsewhere in the response with evidence.

This exemplar is well focused on the question and included detailed knowledge. This, in combination with good synthesis and a sound judgement, enabled this response to reach Level 6. It did not achieve full marks as the quality of the synthesis was not consistent throughout the response.

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