



Oxford Cambridge and RSA

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2023**

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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.** 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

## 11. Annotations

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

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p><b>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.</b></p> <p><b>In locating the interpretations within the wider historical debate, answers might point out</b> that Interpretation A argues that the dismissal of Roger of Salisbury was not damaging to Stephen or the country. Stephen was not only right to dismiss Roger and his family but that this was completely successful in getting rid of the threat posed by them to Stephen's security and in dealing with the resentment from the church. The dismissal brought Stephen material benefits which he put to good use.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation A is valid because Stephen had resolved problems (e.g., Scotland, baronial rebellion, papal recognition) and so was in a position to address the problem of Roger of Salisbury.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid because Roger and his family were removed from important posts which dominated the administration, were replaced by people Stephen could trust and the administration continued to function.</li> <li>• <b>Answers might argue</b> that Interpretation A is valid as Stephen no longer needed to worry</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</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 descriptions in the levels mark scheme</li> </ul>

Question	Answer	Mark	Guidance
	<p>about Roger and his family; Roger died soon after and only Nigel ever regained a post of importance.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that dismissing Roger from the key post of chief justiciar was not as significant as it might have been as Stephen's presence in England meant he did not need someone to run the country in his absence.</li> <li>• <b>Answers might argue</b> that Stephen had already spent money and military resources on dealing with Scotland, Wales and rebellions in England and also knew Matilda's invasion was imminent, so it was very useful for him to be able to get extra money and supplies.</li> <li>• <b>Answers might argue</b> that Interpretation A is less convincing as Stephen's actions showed that he did not keep the promises he made in the Charter of Liberties and so lost the trust of the Church and was never as close to Henry of Blois again.</li> </ul> <p><b>In locating the interpretations within the wider historical debate, answers might point out</b> that Interpretation B argues that although there might have been good reason to suspect the loyalty of the very powerful and strategically well placed Roger of Salisbury and his family, Stephen's actions led to very serious consequences endangering the administrative structure of the country and Stephen's relationship with the Church.</p> <p><b>In evaluating Interpretation B,</b></p>		



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	<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that Interpretation B is valid as Stephen has previously depended on the support of the Church – it had been crucial in his being crowned - and he never had such a close relationship with Henry of Blois again.</li> <li>• <b>Answers might argue</b> that Interpretation B is valid as Stephen dismissed his chief justiciar, chancellor and treasurer and he needed experienced and capable men in the administration as there were too many demands on the king to try to function without.</li> <li>• <b>Answers might argue</b> that Interpretation B is valid as this was a very bad moment for Stephen to lose support of the church and unsettle barons by dismissing Roger as Matilda invaded soon afterwards.</li> <li>• <b>Answers might argue</b> that Interpretation B is not valid as the administration did not collapse.</li> <li>• <b>Answers might argue</b> that Interpretation B is not valid as Stephen had the support of other barons.</li> <li>• <b>Answers might argue</b> that Interpretation B is not valid as Henry of Blois was supporting Stephen again by the early 1140s.</li> </ul>		

Question	Answer	Mark	Guidance
2*	<p><b>‘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?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that under Henry II the office of chief justiciar reached its apogee as a great office of state, running the government in the absence of the king and overseeing the Exchequer.</li> <li>• <b>Answers might argue</b> that the chancellor developed as the greatest officer in the government in the later Angevin period.</li> <li>• <b>Answers might argue</b> that Henry II introduced the possessory assizes and the Grand Assize which did much to increase the amount of business coming to the royal court and helped to bureaucratise the administration of justice.</li> <li>• <b>Answers might argue</b> that increased centralisation and standardisation of justice under Henry II increased profits from justice.</li> <li>• <b>Answers might argue</b> that inquests of sheriffs in 1170, 1194, and 1213 went further than anything before to bring royal officials under royal control.</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that significant developments took place in the Anglo-Norman period and Henry II and his successors built on these foundations.</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge the validity of the interpretation.</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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

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3*	<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that methods were developed from the reign of William II to deal with the problem of absentee kingship and this led to the origin of the prototype of the chief justiciars.</li> <li>• <b>Answers might argue</b> that desire to maximise royal finances through their systematic exploitation led, from at least the reign of Henry I, to the development of the Exchequer, the Pipe Roll and sheriffs having to render account regularly at the Exchequer.</li> <li>• <b>Answers might argue</b> that use of eyres and itinerant justices, enabling closer control over justice, originated in the Anglo-Norman period.</li> <li>• <b>Answers might argue</b> that William I brought in significant changes with feudal government.</li> </ul> <p><b>How far did the role of monasticism remain the same throughout the period from 1066 to 1216?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the main function of monasticism, to pray for souls in general and for founders and patrons in particular, remained the same.</li> <li>• <b>Answers might argue</b> that orders, both old and new, continued to admit patrons in their final days.</li> <li>• <b>Answers might argue</b> that throughout the period monasticism satisfied the desire for</li> </ul>	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge the validity of the interpretation.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> </ul>

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	<p>religious life in a community for those with a wide range of motives.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that throughout the period monasticism provided opportunities for the laity to gain spiritual rewards by giving to, or founding, monasteries.</li> <li>• <b>Answers might argue</b> that monasticism continued to make a wide ranging contribution to the writing of history and literature and to the transmission of the past, both classical and contemporary.</li> <li>• <b>Answers might argue</b> that monasticism continued to provide libraries including both books in daily use, patristic works, secular texts, MSS.</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that in the early period some monasteries produced work in Anglo-Saxon from a Saxon point of view but this declined as the period went on.</li> <li>• <b>Answers might argue</b> that educational provision for lay boys changed from being provided by the monks in monasteries to being provided by secular masters, albeit under the monastic auspices.</li> <li>• <b>Answers might argue</b> that a major role of monasticism, especially with the growth of the Cistercians, became the development of sheep farming with wool becoming the main cash crop.</li> <li>• <b>Answers might argue</b> that during the twelfth century the new grange system developed by the Cistercians provided new employment</li> </ul>		<ul style="list-style-type: none"> <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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4*	<p>opportunities for lay brethren, both peasants and those of a higher social standing who had managerial posts.</p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that the Cistercians especially, but also other orders, became increasingly involved in the clearance of waste and scrub land allowing more land to be brought into agricultural production.</li> </ul> <p><b>‘Throughout the period from 1066 to 1216 the papal reform movement had a limited impact on the English Church.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that, while the papal reform movement had a main aim to free the church from royal control, the impact of this was in some ways limited throughout the period. Lanfranc upheld William I’s traditional view of the authority of church and state and ignored a summons to Rome, keeping England free of the Investiture Contest, the Compromise of Bec was a compromise and not a complete victory for the Church, Becket’s quarrel with Henry II gave Henry the opportunity to reassert royal control over the Church and John was able to prevent Langton from entering the country and sequestered church property..</li> <li>• <b>Answers might argue</b> that despite the papal reform movement Henry still tried to deal with criminous clerks in secular courts.</li> </ul>	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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge the validity of the interpretation.</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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that despite papal endeavours to increase papal authority and limit metropolitan authority, the archbishop of Canterbury retained his metropolitan powers.</li> <li>• <b>Answers might argue</b> that Lanfranc at the beginning of the period and Hubert Walter towards the end worked with the king in a traditional way in matters of state.</li> </ul> <p><b>In challenging the hypothesis in the question,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue</b> that, after Anselm's exile, England was brought into contact with the Investiture Contest which resulted in the Compromise of Bec and the king losing investiture with the ring and staff.</li> <li>• <b>Answers might argue</b> that appeals to Rome increased during the period which increased papal authority and weakened that of the archbishop of Canterbury.</li> <li>• <b>Answers might argue</b> that ecclesiastical justice, stemming from the papal reform movement, developed during the period.</li> <li>• <b>Answers might argue</b> that the pope used his growing authority as a result of papal reform to impose his will on the Church, e.g. by imposing Langton on Canterbury against John's traditional rights.</li> <li>• <b>Answers might argue</b> that the papacy took measures to weaken Canterbury's primatial authority e.g. by appointing Henry of Blois as legate or giving York privileges exempting him from Canterbury's jurisdiction.</li> </ul>		

Question	Answer	Mark	Guidance

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>
	<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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