

GCE

History A

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

Advanced GCE

Mark Scheme for June 2017

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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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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
	Continuity/Change
	Synthesis

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the passages and explain which you think is more convincing about developments in English government in the reign of Henry I.</p> <p>In locating the Interpretations within the wider historical debate answers might argue that Interpretation A argues that Henry I's approach to government was traditional rather than innovative and notes that it mentions in support of this claim that administration was already centralised before his reign through the use of writs sent to sheriffs.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that the interpretation is correct because Henry used Roger of Salisbury very much as William II had used Ranulf Flambard. • Answers might argue that Interpretation A is correct because Henry reacted to the need for a way to deal with absentee kingship by continuing with William II's use of procurator or prototype chief justiciar. • Answers might argue that Interpretation A is correct because in using sheriffs and shire and hundred courts and writs Henry was following the broad lines of development which had already taken place in the Saxon period and continued after the Conquest. • Answers might argue that Interpretation A is correct in saying that only some of Henry's new men, such as Roger of Salisbury, achieved great career success. • Answers might argue that the view in A is less 	30	<ul style="list-style-type: none"> • No set answer is expected • 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 descriptions in the levels mark scheme

		<p>convincing as the Exchequer first emerged under Henry as a new institution and it can be seen as one of the most important developments in government during the Anglo-Norman period.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is less convincing as the first extant Pipe Roll, recording the business of the Exchequer, comes from Henry I's reign. <p>In locating the Interpretations within the wider historical debate answers might argue that Interpretation B argues that Henry I was creative and his reign contributed much to the development of English medieval institutions and mentions the emergence of the Exchequer in support of this.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is correct in its view of an unprecedented expansion of royal administration by referring to his use of itinerant justices. • Answers might argue that Interpretation is correct in referring to his use of curiales such as Geoffrey de Clinton and Ralph Basset. • Answers might argue that Interpretation B is correct as it acknowledges that Henry was rooted in traditional Anglo-Saxon institutions. • Answers might argue that Interpretation B is less correct as the prototype of the office of chief justiciar, one of the most important officials in the period, existed in William II's reign and Henry merely built on this. <p>Mark Scheme Section B</p>		
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2*	<p>How far did the reasons for rebellion remain the same in the period from 1066 to 1216?</p> <p>In supporting the hypothesis in the question, it might be argued that the same reasons were seen at various times throughout the period although not in every rebellion.</p> <ul style="list-style-type: none"> • Answers might consider that in both the eleventh and twelfth centuries some rebellions were caused partly by support for an alternative ruler. In 1095 rebels wished to replace William II with his nephew and in 1173-4 rebels supported Young Henry. • Answers might consider that strength of royal government was a factor in some rebellions right up to the reaction against Angevin rule in 1215. • Answers might consider that problems relating to the continental possessions of the crown were a cause of some rebellions between 1088 and 1215, either because of problems resulting from barons having two overlords or because maintenance of the continental possessions, or attempting to regain them, led to heavy taxation. • Answers might consider that baronial self-interest lay behind some rebellions when barons felt that their rights were being undermined and they could reap better rewards from another ruler. • Answers might argue that throughout the period rebellions were multi-causal. <p>In challenging the hypothesis in the question, it might be argued that some rebellions had specific causes.</p> <ul style="list-style-type: none"> • Answers might argue that rebellions from 1066 to 1070 were reactions to the Norman Conquest. • Answers might argue that in 1088 and in Stephen's reign rebellion was caused by disputed succession to the throne. • Answers might argue that in John's reign rebellion 	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, 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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<p>3*</p>		<p>was caused partly by military failure.</p> <ul style="list-style-type: none"> • Answers might argue that desire to regulate the king's rights was a cause of rebellion in 1215. • Answers might argue that there was a change of emphasis on particular reasons in different rebellions. <p>Assess the importance of the primacy dispute in the changing relations between the archbishops of Canterbury and archbishops of York in the period from 1066 to 1216.</p> <p>In supporting the hypothesis in the question, answers might argue that, throughout the period, there was no unequivocal resolution of the primacy dispute and this damaged relations between Canterbury and York, particularly in the earlier part of the period.</p> <ul style="list-style-type: none"> • Answers might consider that the ad hoc arrangement under Lanfranc, based on personal recognition of Lanfranc's primacy, helped to ensure good relations between Lanfranc and the archbishop of York. • Answers might consider that relations improved when the heat temporarily went out of the primacy dispute when the pope granted legatine powers to Canterbury. <p>In challenging the hypothesis in the question, it might be argued that the primacy dispute was less of a problem in the later part of the period when both archbishops experienced difficulties with their own diocesan bishops and so clashed less over primacy.</p> <ul style="list-style-type: none"> • Answers might argue that papal intervention to boost the pope's authority by diminishing primatial authority was repeatedly a factor in changing relations between Canterbury and York. 	<p>25</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, 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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4*		<ul style="list-style-type: none"> • Answers might argue that papal support for the legate Henry of Blois undermined the authority of Canterbury and so made it difficult for him to have authority over York. • Answers might argue that the pope granting York privileges exempting him from Canterbury's authority exacerbated relations between Canterbury and York. • Answers might argue that periods of exile on the part of Canterbury, so lessening Canterbury's authority over the church, affected relations with York. • Answers might argue that political factors affected relations between Becket and the archbishop of York as Becket was furious when York crowned Young Henry at Henry II's request. <p>'The main impact of the papal reform movement on the English church between 1066 and 1216 was its freedom from royal control.' How far do you agree?</p> <p>In supporting the hypothesis in the question, answers might argue that the papal reform movement was designed in part to free the church of royal control, especially in its early manifestation in the Investiture Contest; the Compromise of Bec of 1107 helped to weaken royal control.</p> <ul style="list-style-type: none"> • Answers might argue that later ideas of the separation of ecclesiastical justice, which stemmed from the papal reform movement, led to more freedom from royal control. • Answers might argue that appeals to Rome, especially in Stephen's reign, led to an increase papal intervention and so a decrease in royal control. 	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, 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 as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<p>In challenging the hypothesis in the question, it might be argued that the papal reform movement allowed for an increase in papal authority over the English church.</p> <ul style="list-style-type: none">• Answers might argue that papal reform led to popes becoming more confident and more prepared to intervene in English affairs with Innocent III placing England under an interdict, imposing an archbishop of Canterbury and then suspending him.• Answers might argue that the growth in appeals to Rome strengthened papal authority over the English church at the expense of royal and archiepiscopal authority.• Answers might argue that the growing power of the church resulting from papal reform helped to damage relations between Henry I and Anselm and Henry II and Becket.• Answers might argue that the growth in papal authority allowed the pope to intervene in English diocesan affairs.• Answers might argue that growth in papal authority allowed popes to intervene to reduce the power of the archbishop of Canterbury.		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	1. Generic mark scheme for Section A, Question 1: Interpretation [30]
2. Level 6 26–30 marks	3. 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. 4.
5. Level 5 21–25 marks	6. 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.
7. Level 4 16–20 marks	8. 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.
9. Level 3 11–15 marks	10. 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.
11. Level 2 12. 6–10 marks	13. 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.
14. Level 1 15. 1–5 marks	16. 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.
17. 0 marks	18. No evidence of understanding and no demonstration of any relevant knowledge.

	19. <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>
	20. Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
21. Level 6 21–25 marks	22. 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.
23. Level 5 17–20 marks	24. 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.
25. Level 4 13–16 marks	26. 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.
27. Level 3 9–12 marks	28. 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.
29. Level 2 5–8 marks	30. 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.
31. Level	32. The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very

1 1–4 marks	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.
33. 0 marks	34. The answer contains no relevant information.

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