



Oxford Cambridge and RSA

# A Level History A

## Unit Y303

### English Government and the Church 1066–1216

Sample Question Paper

Version 0.14

## Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



\* o o o o o o \*

<b>First name</b>											
<b>Last name</b>											
<b>Centre number</b>							<b>Candidate number</b>				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

## Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the anarchy of Stephen's reign.

[30]

### Passage A

In 1143 scenes of unsurpassed savagery and bloodshed were being enacted in the eastern counties. The villain of the piece was the notorious Geoffrey de Mandeville. He was arrested at St. Albans, charged with treason and given the choice of the gallows or the surrender of the Tower and his Essex castles. He chose the latter and went off to give vent to his violent rage in Cambridgeshire. Every form of torture was employed to extort crippling ransoms from those who were unfortunate enough to fall into his hands. In these conditions, all work was at a standstill; the fields were untilled; the crops uncut or destroyed. Over a stretch of twenty or thirty miles of country there was not an ox nor a plough to be seen. A serious famine, the inevitable result, added to the enormous death toll. The career of Geoffrey was not unique; the earl of Chester's revolt in 1146 was very similar in its character. But what these great magnates were doing on a large scale, scores of lesser barons and free lances, up and down the country, were doing in a minor way, creating riot and havoc from their castles and tyrannizing over their weaker neighbours, with the purpose of benefiting solely themselves, not fighting for either Stephen or Matilda.

Adapted from : Poole, A.L. (1963), *From Domesday Book to Magna Carta 1087-1216* (Oxford History of England). Reproduced with permission from Oxford University Press through PLS Clear.

### Passage B

Whatever the tensions in Stephen's diminished realm, for example in Kent, for much of the time he maintained reasonable order within it. In Essex, at least after the fall of de Mandeville, he retained control over the forest which covered much of the county, despite promises of deforestation in 1136. The exchequer continued to function and justices went out to hear royal pleas. Individual barons exploited disorder, but they had clear political objectives in the recovery and retention of land, office and rights. They wanted to exercise local rule, not create an anarchy which would destroy their estates and shake the allegiance of their knightly tenants. There were also private attempts to limit the violence, such as the treaty between the earls of Chester and Leicester. The chroniclers do not always sing the same tune; that of Peterborough, having given the most lurid of all the descriptions of the anarchy, added that 'during all this evil time' Abbot Martin rebuilt the church, planted vineyards, held great commemoration feasts and generally provided the monks and guests with everything they wanted. According to one calculation 171 religious houses of all types were founded in Stephen's reign, a 50% increase in the number existing in 1135 and suggest that there was at least relative stability in some areas.

Adapted from: D Carpenter, *The Struggle for Mastery*, published in 2004

**Section B**

Answer **TWO** of the following three questions.

- 2\*** 'The continental possessions of the crown made their greatest impact on English government in the reign of Henry I.' How far do you agree with this view of the period from 1066 to 1216?  
**[25]**
- 3\*** 'The most important developments in common law were during the reign of Henry II.' How far do you agree with this view of the period 1066-1216?  
**[25]**
- 4\*** To what extent did the power of the archbishop of Canterbury over the English Church change during the period from 1066 to 1216?  
**[25]**

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**Passage A:** Adapted from: Poole, A.L. (1963), *From Domesday Book to Magna Carta 1087-1216* (Oxford History of England). Oxford University Press. pp. 146, 147, 148. Reproduced with permission from Oxford University Press through PLS Clear.

**Passage B:** DA Carpenter, *The Struggle for Mastery: Britain 1066-1284*, Oxford University Press, 2003, pp176-177. Reproduced with permission from Oxford University Press through PLS Clear.

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**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y303 English Government and the Church 1066–1216**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - 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:

<b>Descriptor</b>	<b>Award mark</b>
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**

<b>Annotation</b>	<b>Meaning</b>

## 12. 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.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the anarchy of Stephen's reign.</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 there was anarchy in Stephen's reign with both large magnates like de Mandeville and also lesser barons and knights creating havoc and disrupting local areas and note that it mentions the disruption of farming in Cambridgeshire with neither an ox nor a plough to be seen, in support of this claim.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue the view is valid because it is supported by contemporary evidence and by records of proceedings against particular miscreants.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that it is not as much supported as Interpretation B is by reference to sources or by consideration of the levels of disorder typical of contemporary Europe when central authority was weak for any reason.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the anarchy has been overstated because although there was some disorder Stephen retained order and offices of government functioned. Answers might consider that the founding of religious houses suggests there was some stability.</li> </ul>	30	<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	Marks	Guidance
	<p>Some might argue that local magnates did not want instability or anarchy as it would destroy their estates.</p> <ul style="list-style-type: none"><li>• <b>In evaluating Interpretation B</b>, answers might argue this is valid because it is supported by knowledge of specific legal procedures or knowledge that contemporary evidence was indeed limited to certain areas. Evidence of unaffected areas might be used.</li><li>• <b>In evaluating Interpretation B</b>, answers might argue that it is considering the disorders in a wider context of endemic violence which could be supported by contextual knowledge.</li></ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>‘The continental possessions of the crown made their greatest impact on English government in the reign of Henry I.’ How far do you agree with this view of 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 it was the battle of Tinchebrai in 1106 that brought the whole Norman inheritance under Henry I and that his absences led to the development of the office of justiciar.</li> <li>• Answers might argue that the continental possessions brought about the need for a systematically controlled and exploited financial system and this reached its height under Henry I.</li> <li>• Answers might argue that it was the financial needs of the king caused by continental possessions that led to the development of the Exchequer and pipe rolls under Henry I.</li> <li>• Answers might argue that judicial developments under Henry were to increase finance because of the continental possessions.</li> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that change occurred under William Rufus when he acquired Normandy as a mortgage in 1096 and Henry continued the developments.</li> <li>• Answers might argue that the establishment of the feudal state and Norman ideas under William I was a greater impact.</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, 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	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might argue that the greatest impact was under Henry II with absentee kingship and the expense of maintaining a vast Empire which led to increased centralisation, vigorous royal justice and strict government.</li> <li>• Answers might argue that the tensions caused by continental possessions had its greatest impact under Stephen and John as it caused rebellion.</li> </ul>		
3*	<p><b>‘The most important developments in common law were during the reign of Henry II.’ How far do you agree with this view of the period from 1066 to 1216?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question it might be argued that</b> Henry II’s reign was important because of the development of possessory assizes.</li> <li>• Answers might consider the importance of justices in eyre.</li> <li>• Answers might consider the importance of the Assizes of Clarendon and Northampton with the tightening of the criminal law, use of juries and undermining of baronial courts.</li> <li>• Answers might consider the development of the returnable writ.</li> <li>• <b>In challenging the hypothesis in the question it might be argued that</b> Henry simply built on the foundations of his predecessors, notably Henry I.</li> <li>• Answers might argue that the impact of the Norman Conquest and feudal courts that were established resulted in 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, 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	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider the unifying authority of Anglo Saxon kingship, the shire and hundred courts and the Anglo-Saxon writ.</li> <li>• Answers might consider the role of cannon law and church courts.</li> <li>• Answers might argue that although Henry II gave a boost to the development of common law, it was already well underway before his reign.</li> </ul>		
4*	<p><b>To what extent did the power of the archbishop of Canterbury over the English Church change during the period from 1066 to 1216?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question it might be argued that</b> there were differences in power as Lanfranc enjoyed recognition of his personal primacy by York, Becket's position was undermined by the transfer of papal support to York and Henry's use of York in the coronation of the 'Young Henry.</li> <li>• Answers might argue that the growth of papal power had a deleterious effect on the power of Canterbury.</li> <li>• Answers might argue that Lanfranc had more control over his bishops than Langton, who struggled to impose his authority.</li> <li>• Answers might argue that even during Becket's period in office there was a change in his power as he had more authority over his bishops at the start than when the controversy with Henry was underway.</li> <li>• Answers might argue that while Lanfranc remained in England and was able to impose his authority through reforming Councils, Anselm's exile made it difficult as</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, 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	Marks	Guidance
	<p>did Becket's and Langton lost authority as he was unable to enter England.</p> <ul style="list-style-type: none"> <li>• Answers might argue that the growth in appeals to Rome resulted in a decline in the power of the Archbishop.</li> <li>• <b>In challenging the hypothesis in the question it might be argued that</b> there was no unequivocal recognition of Canterbury's primacy throughout the period.</li> <li>• Answers might argue that over the period there was decline in the power of Canterbury but it was not steady or consistent.</li> <li>• Answers might argue that the growth of papal power had a deleterious effect on the power of Canterbury.</li> </ul>		

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

## Summary of updates

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Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.