

A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y303/01 Summer 2022 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.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper Y303/01 series overview

Y303 is one of twenty one units for 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.

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.

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 responses will test a hypothesis and reach a supported judgement.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • showed a clear understanding of the views of the two interpretations in relation to the question • used contextual knowledge to test the interpretations, linking that knowledge directly to the interpretation through evaluative words • considered both the strengths and limitations of both interpretations using contextual knowledge • in answering the essay questions, covered 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

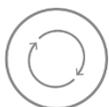
Question 1

- 1 Evaluate the interpretations in **both** of the two passages and explain which you think is more convincing as an explanation of local justice and government in the reign of Henry I. [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 recognised that Passage A suggests that Henry I centralised local justice and government and had much greater involvement, whereas Passage B is more sceptical about the extent of change and argued that attempts at centralisation were more superficial. Stronger responses provided key examples to support or challenge the passages, such as specific examples of men who were 'raised from the dust', as mentioned in Passage A, or statistical information about the impact of the Exchequer, as mentioned in Passage B. Weaker responses explained the view of both passages but provided little evidence in support, and some responses were critical of the passages for their lack of detail. Lack of evidence/examples within the passage itself is not a valid weakness of the passage; candidates should be using their knowledge to support or challenge the argument presented.

Exemplar 1 shows strong evaluation of Passage A. The view of the passage is explained and detailed knowledge is used to evaluate, with clear evaluative phrases. The whole response was marked in Level 5; it did not achieve Level 6 due to an imbalance in the treatment of the passages, with Passage A dealt with more effectively than Passage B.

Assessment for learning



Remind candidates that they should evaluate the argument presented in the passage, using their own knowledge. Lack of detail in the passages is not a valid criticism of the passage, rather it is an opportunity for candidates to show their own knowledge through their evaluation.

Exemplar 1

	Passage A also argues that the Henry I greatly increased his control over sheriffs, largely through the use of new men who were raised from the
	dust. The Henry's use of new men was successfully successful in allowing him greater control over the sheriffs, as new men had tended to have no significant wealth or power base of their own, instead depending on their power from they were reliant on the king for their wealth and power. Hence, appointing new men as sheriffs greatly increased Henry I's control over local government as new men were more

loyal to Henry I and less likely to rebel or act against government and justice. Additionally, Henry I's use of New Men ~~was~~ was not entirely unprecedented either. Ranulf Flambard, who had been instrumental in the development of local justices and ~~acted as regent~~ during William II's reign and had acted as regent for him ~~in his~~ during his absences, was a man from humble beginnings who was appointed for his merit, rather than pre-existing power or influence in the country. ~~Henry I the I~~ ^{is fair to} It could be argued that the extent ~~of the~~ and increase of Henry's use of New Men was unprecedented, but ~~the~~ the Passage's suggestion that the idea was ~~innovative~~ ^{original} is an overestimation of the extent of Henry's ~~innovation~~ innovation and thus, ~~the~~ Passage A is unconvincing in this argument.

in Passage A is that ~~there~~ the extent of centralisation ~~was~~ to local justice and government in Henry's reign, as well as his use of new men, ~~was~~ innovative and unprecedented. on this account,

the interpretation is not very convincing. While Henry I's ~~reign~~ reign did mark a turning point in ~~the~~ the development of centralisation of local justice, it could be arguing that his reign was following the general trend of his predecessors. For example, ~~for~~ William I introduced a new type of ^{local} court, customary courts, in his reign and ~~designated~~ ~~the~~ local ~~justice~~ William Rufus introduced local justices in ~~in~~ his reign, which was an attempt, albeit ~~or~~ ~~was~~ a unorganised and half-hearted one, to introduce some element of royal supervision to local.

Section B

Question 2*

- 2* 'The main reason for rebellion in the period from 1066 to 1216 was baronial self-interest.' How far do you agree? [25]

This was a popular question, with candidates identifying a number of reasons for rebellion in the period, including disputed succession, absenteeism, continental possessions, weak or strong government and the personality of kings, in addition to baronial self-interest.

Strong responses were able to make connections and comparisons between rebellions across the period and identified patterns or links across time. Many responses listed rebellions within paragraphs, without providing evidence to support the comparisons or points being made. Candidates must fully explain comparisons, with supporting evidence, to avoid assertion. Weaker responses did not fully focus on the question, drifting into discussion about which rebellions were the most threatening or successful, which was not required by the question.

Assessment for learning



Remind candidates to provide evidence to support any comparisons or contrasts made, otherwise their argument becomes assertion and is not likely to reach the higher levels.

Question 3*

- 3* 'Characterised by disagreement.' How far do you agree with this view of the relations between the archbishops of Canterbury and York in the period from 1066 to 1216? [25]

A smaller number of candidates attempted this question. There were some very impressive responses, with candidates identifying 1125 and the resolution of the primacy dispute as a key turning point in the period. Weaker responses focused solely on the primacy dispute, or largely on the reasons for disagreement, which shows drift from the focus of the question. The question required candidates to look at the nature of the relationship and explore whether there was mostly disagreement as opposed to areas of agreement, whereas many candidates explored reasons for disagreement only.

Stronger responses did identify various reasons for disagreement (the primacy dispute, interference from the Pope, relations with the king), but also assessed the extent of disagreement, and the frequency of disagreement throughout the period.

Exemplar 2 shows an extract from a Level 6 response. It has good focus on the question, including clear comparisons and contrasts between different archbishops across the period. There is synthesis at the end of the section, evaluating the changing nature of the relationship between York and Canterbury over time.

Exemplar 2

		Another key influence on the relationship between the Archbishops of York and Canterbury was the relationship between the King and Canterbury. This is because, although the rest of them held legitimate authority
		at the same time, their power in ecclesiastical and secular affairs was ^{mostly} determined by their relationship with King, who would often work closely with either York or Canterbury. For example, both Lanfranc and Hubert Walter had overwhelmingly positive relationships with their respective Kings and held secular roles in addition to their ecclesiastical role as Archbishop of Canterbury, with Lanfranc acting as regent during the absence ^{when} William I was absent and Hubert Walter acting as chief justice and effectively running the country during Richard's long absences. Therefore, due to their close relationship with the King, both from Lanfranc and Hubert Walter were empowered over the Archbishop of York. On the other hand, the opposite can occur when there is a negative relationship between King and Canterbury, such as the negative relationship between William Rufus

and Anselm, which culminated in an argument at the Council of Rockingham in 1105 and led to Anselm's exile in 1097. ~~the same~~ A similar situation occurred between Henry II and Thomas Becket, whose negative relationship led to Becket's exile from 1164-1170. In both of these cases, Canterbury had no power over the English Church during their exiles and as a result, this empowered York, who subsequently acted as primate during Canterbury's exile such as Rector of York who

crowned Young Henry as Henry II's successor in 1170. ~~However, it would be incorrect~~ It is therefore clear ^{Canterbury} that ~~York~~ is empowered ~~due~~ by a positive relationship with the king and York is empowered when there is a negative relationship between king and Canterbury. However, it would be ~~a~~ incorrect to suggest that this means the relationship between the two was 'characterised by disagreement'. In fact, there tended to be very little interaction between the two, as Canterbury was in exile and thus not present in England during periods of York's empowerment, and ~~Canterbury~~ York was focused on the affairs of its Archbishopric, rather than the English Church, during periods when Canterbury had lots of power. ~~this~~ Therefore, ^{overall} would suggest that the relationship between York and Canterbury was functional, rather than characterised by disagreement.

Question 4*

- 4* Assess the view that the archbishops of Canterbury enjoyed better relations with the papacy than with the crown in the period from 1066 to 1216. **[25]**

This was a popular question, although many candidates were much more secure in their knowledge of Canterbury's relationship with the crown than they were of Canterbury's relationship with the papacy. Responses that dealt only with the crown, and provided very limited evidence/knowledge of relations with the papacy, typically fell in to Level 3 for partial focus.

Some responses also drifted from the question, focusing on the various reasons for disputes, without returning to the question focus. While it is to be expected that candidates will discuss the various reasons for disputes with both the crown and papacy, candidates must return to address the question of whether relations were on the whole better with the papacy than the crown in order to reach the higher levels.

The strongest responses were able to explore varied relations between archbishops and the crown, often dependent on their secular roles and personal relations with the king, and the extent to which archbishops supported reform and the impact this had on relations with the papacy.

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