

GCE

History A

Y304/01: Thematic study and historical interpretations: The church and medieval heresy c.1100-1437

A Level

Mark Scheme for June 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2025

MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 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 RM Assessor 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. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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 RM Assessor 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

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
	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
	Synthesis
	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the significance of the Council of Basle (1431-1436) and the Compacts of 1436. In locating the interpretations within the wider historical debate answers might argue that Interpretation A argues that the Council of Basle never intended to impose on the church the changes the Hussites had wanted and in that it was successful. The Compacts of Basle, the basis of the final settlement, incorporated nothing of the radicals' programme and not even recognition of the moderates' demands. The Hussites had been deceived into accepting a weak settlement which did not give them the secure recognition they craved. • In evaluating Interpretation A, answers might argue that Interpretation A is valid as the Compacts allowed only the most basic of Utraquist demands, the lay chalice, and even this was not imposed on the country. • Answers might argue that A is valid as Sigismund had promised more to the Hussites than allowed at the Council of Basle but instead initiated a catholic reaction. • Answers might argue that Interpretation A is valid as there was no reference to any of the Taborite programme of social reform. • Answers might argue that Interpretation A is valid as it was the division between moderates and radicals which enabled the Compacts to be accepted. • Answers might argue that Interpretation A is less valid as Hussitism continued to survive.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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.

Question			Answer	Mark	Guidance
			In locating the interpretations within the wider historical debate answers might argue that Interpretation B argues that the Hussite revolt was essentially religious, Hussites refusing to accept Sigismund as king unless he agreed to the Four Articles of Prague. The Compacts, a compromise based on those, were a victory for the conservatives, but Utraquists continued to survive, the Compacts remained as the basis of religious settlement in Bohemia, some of the religious innovations became permanent and there was even the re-emergence of an extreme religious movement. • In evaluating Interpretation B, answers might argue that Interpretation B is valid as the lay chalice remained, even though not enforced, and could not be removed from areas which had accepted it. • Answers might argue that Interpretation B is valid because there was, eventually, the re-emergence of a radical movement, the Moravians. • Answers might argue that Interpretation B is valid as a combination of factors, inside and outside Bohemia, had allowed communion in both kinds to take root and this continued. • Answers might argue that Interpretation B is less valid as the Council of Basle never sent out promised letters requiring princes to accept Utraquists as good sons of the Church.		

Question			Answer	Mark	Guidance
2*			‘The Lollards were typical of heretical movements in the period from c1100 to 1437.’ How far do you agree? Candidates might consider some of these themes: Size of movement, duration of heresy, geographical spread of heresy, reasons for emergence of heresy, organisation. In supporting the hypothesis in the question, • Answers might argue that, in common with other heretical groups, e.g. Cathars and Hussites, supporters of Lollards came from a limited geographical area. • Answers might argue that like other heretical groups, the duration of Lollardy was limited to only part of the period. • Answers might argue that Lollards, like other groups across the period e.g. Waldensians, complained about the wealth and moral laxity of the Catholic clergy. • Answers might argue that as with some other groups e.g. Cathars and Hussites, local political factors helped lead to the emergence of Lollardy. • Answers might argue that as with some other groups, doctrinal issues played a part in the development of Lollardy.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge typicality. • 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.

Question			Answer	Mark	Guidance
			In challenging the hypothesis in the question, • Answers might argue that Lollards attracted relatively small numbers compared with other heretical movements. • Answers might argue that Lollardy was the only heretical group to emerge in England. • Answers might argue that only Lollardy and Hussitism attracted university support. • Answers might argue that, unlike other heretical movements, Lollardy attracted support outside its original English base, in Bohemia. • Answers might argue that Lollard theology influenced Hussitism.		

Question			Answer	Mark	Guidance
3*			‘Support for heretical movements in the twelfth and thirteenth centuries was similar to that in the fourteenth and fifteenth centuries.’ How far do you agree? Candidates might consider some of these themes: Nature of support, organisation, geographical spread, reasons for support. In supporting the hypothesis in the question, • Answers might argue that most movements across the period attracted a spread of support in terms of gender, age range and social class. • Answers might argue that in both the earlier and later parts of the period some movements attracted some aristocratic support.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. arrive at a judgement in line with the question set. • No set answer is expected.

Question			Answer	Mark	Guidance
			• Answers might argue that across the period support varied in extent from movement to movement. • Answers might argue that the quality of organisation of movements varied throughout the period. • Answers might argue that different heretical groups gained support from different geographical areas. In challenging the hypothesis in the question, • Answers might argue that some later movements became associated with social and/or political radicalism which attracted some support but tended to lose more influential support. • Answers might argue that simply following a purer form of Christian life tended to have greater appeal in the twelfth and thirteenth centuries than in the later period where there was greater emphasis on doctrinal differences. • Answers might argue that only the later movements, Lollardy and Hussitism, had support from the universities. • Answers might argue that support for Hussitism was more wide-ranging than for most heresies as it combined popular piety, academic heresy, anti-clericalism and nationalism. • Answers might argue that in the later period supporters of the Free Spirit movement were more difficult to detect than the supporters of earlier movements had been.		• At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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.

Question			Answer	Mark	Guidance
4*			'Bernard of Clairvaux made the most important contribution to the maintenance of church authority in the period from c.100 to 1437.' How far do you agree? Candidates might consider some of these themes: St. Bernard's initial success and subsequent failure, the long-lived use of preaching in dealing with heresy, the work of the Dominicans and Franciscans, councils and the use of repressive measures. In supporting the hypothesis in the question, • Answers might argue that St Bernard's two major missions against heretics set the pattern for using preaching as a tool against heresy. • Answers might argue that St Bernard drew attention to the dangers of the Cathars and the need for a great deal of preaching against them. • Answers might argue that St Bernard demonstrated that preaching could be an effective method of upholding church authority as he ended the career of Henry of Lausanne. • Answers might argue that St Bernard believed the successes of his missions had outweighed the failures. In challenging the hypothesis in the question, • Answers might argue that even St Bernard failed to destroy the Cathars and heresy long remained rife in the Midi. • Answers might argue that the Dominicans were important in maintaining church authority, both through spreading orthodoxy through	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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.

Y304/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			preaching and through their work in the inquisition. • Answers might argue that the Franciscans helped maintain church authority by setting an example of apostolic poverty and through their work in urban centres and universities. • Answers might argue that church councils helped to maintain church authority. • Answers might argue that in the later period church authority was most effectively maintained through fear engendered by the use of a number of repressive measures.		

Y304/01

Mark Scheme

June 2025

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>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.