



GCE

History A

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

A Level

Mark Scheme for June 2022

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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).

Y304/01

Mark Scheme

June 2022

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

Y304/01

Mark Scheme

June 2022

11. Annotations

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

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the support for Lollardy.</p> <p>In locating the interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might suggest that Interpretation A argues that initially there were three main groups of geographically scattered Lollard supporters, but that the academic support was soon undermined, the knightly support was declining even in Henry IV's reign, and the other group was made up of the lower clergy and their lay supporters. Reasons for support were various but not entirely clear. <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that the view is valid as Lollardy is widely held to be linked to Wycliffe's views and that this academic support was based on Oxford. • In evaluating Interpretation A, answers might argue that the view is valid as Lollardy did reach a turning point when academic support collapsed after the actions taken by Courtenay and Arundel and after 1414 there was no university support for Lollardy. 	30	<p>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.</p> <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.

		<ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that the view is valid as there were some knights who supported Lollardy and this is given greater credibility as it is supported by Interpretation B. • In evaluating Interpretation A, answers might argue that the view that there were varied reasons for supporting Lollardy is valid: among these, some knights seem to have agreed with Lollard views on transubstantiation; some might have found Wycliffe's views on disendowment attractive and this might also have appealed to their greed; some followers might have enjoyed the patronage of wealthier Lollards. • In evaluating Interpretation A, answers might argue that the view is less convincing regarding the spread of Lollard support as, although Lollard preaching reached most parts of England, support was concentrated in the south and east. <p>In locating the interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might suggest that Interpretation B argues that there was never great support for Lollardy and it was mostly centred on the south and east. Early Lollardy had support at court, and B agrees with A that some knights were supporters. However, this and gentry support collapsed after 1414 and it was the 'middling sort' who were the main supporters of Lollardy rather than the lower classes. After the Oldcastle Rising a reason for artisan support may have been the link with sedition. <p>In evaluating Interpretation B,</p>		
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			<ul style="list-style-type: none"> • Answers might argue that the view is convincing as most Lollardy was centred on the south and east, such as round Oxford and the Thames Valley, and there was little north of the Trent. • In evaluating Interpretation B, answers might argue that the view is valid as the number of suspected Lollards was never great and it tended to spread between individuals, often with connections with one another. • In evaluating Interpretation B, answers might argue that the view is valid as there were some supporters of Wycliffe at court in the early days and John of Gaunt protected some Lollard preachers. • In evaluating Interpretation B, answers might argue that it is valid as the government's determination to link Lollardy with political dissent, which was given more credence following the Oldcastle Rising, tended to deter the landed classes. • In evaluating Interpretation B, answers might argue that it is less valid as gentry support was declining before the Oldcastle Rising as Henry V was determined to deal with Lollardy. 		
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2*		<p>'The main reason for the limited success of heretical movements in the period from 1100 to 1437 was their lack of leadership and organisation.' How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that heretical movements which emphasised itinerant preaching and the gospel life had little organisation (e.g. Waldensians) and limited success. • Answers might argue that the success of the Lollards was limited, and they were much more easily dealt with after they lost the leadership of influential members of society. • Answers might argue that the Henricians suffered from lack of leadership when Henry of Lausanne would not debate with Bernard of Clairvaux, so undermining his position and leading to his eventual arrest. • Answers might argue that heretical movements with the best leadership and organisation, such as the Cathars with their alternative church and support from local aristocracy, or the Hussites with their military leadership, organisation and distinctive church, tended to have most success, so lending support to the idea that lack of leadership and organisation was a factor in limited success. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that the Free Spirits were loosely organised but this helped them to survive as they were difficult to find and so difficult to deal with. 	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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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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		<ul style="list-style-type: none"> • Answers might argue that other factors were of more importance in causing limited success such as movements failing to permeate local society and so failing to attract local protection against attacks from the church. • Answers might argue that some movements (e.g. Lollards) became associated with social and political radicalism which caused support to tail off. • Answers might argue that state action taken against some groups (e.g Cathars, Lollards) helped to limit their effectiveness. • Answers might argue that Church actions were eventually effective in limiting the success of most heretical groups. 		
3		<p>Throughout the period from 1100 to 1437, heretical movements presented a challenge to the medieval church. How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that all groups presented a challenge to the Catholic Church through criticism of some aspect of it, but that no group was successful in bringing the Church round to its way of thinking. • Answers might argue that throughout the period dissatisfaction with the moral laxity and wealth of the clergy led to anti-clericalism (e.g. Waldensians, Lollards, Hussites). • Answers might argue that preaching alone was never enough to deal with the challenge posed by heretical groups. • Answers might argue that Wycliffe emphasised the importance of the vernacular 	25	<p>How far do you agree?</p> <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><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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

		<p>Bible, wanted disendowment of the Church and undermined the whole importance of the catholic priesthood</p> <ul style="list-style-type: none"> • Answers might argue that in the later period, there were attacks on the authority of the pope which challenged the very heart of the Catholic Church. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that academic heresy with popular support, which represented a serious challenge to orthodox doctrine, existed only in the later period. • Answers might argue that no group attracted overwhelming support, extending over wide geographical areas. • Answers might argue that it was the later movements which were more difficult to deal with: it was difficult to dislodge the Free Spirits and dealing with Wycliffe and Huss did not prevent the spread of their followers and ideas. • Answers might argue that only the Cathars, with their alternative dualist theology and the Hussites with their distinctive, permanent Bohemian church, were thought serious enough to merit a crusade against them. • Answers might argue that it was not a threat given the statutes and punishments available to the authorities. 		<p>basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
4		<p>'The maintenance of church authority in the period from 1100 to 1437 relied increasingly on force and repression.' How far do you agree?</p> <p>In supporting the hypothesis in the question,</p>	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><u>Neither significance nor relative importance are attributed to the features listed.</u></p>

		<ul style="list-style-type: none"> • Answers might argue that in the twelfth century the main tool used to maintain church authority was preaching, whereas more forceful measures were introduced later, including the crusade against heresy in the early thirteenth century, the Inquisition in the 1230's, burning in the mid thirteenth century. • Answers might argue that a variety of other repressive measures were introduced as the period went on, such as book burning, fines, imprisonment, excommunication. • Answers might argue that even though the Dominicans were established to maintain church authority through preaching orthodoxy they were eventually used as inquisitors. • Answers might argue that by the end of the period heretical scholars were being condemned (Wycliffe, Huss) or even burned (Huss) to maintain church authority. • Answers might argue that, by the end of the period, fear, engendered by force and repression, was the main way of maintaining church authority. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that preaching was used throughout the period to maintain authority. • Answers might argue that the Franciscans were used from the early thirteenth century to maintain the authority of the church by providing an army of popular missionaries, setting an example of a life of poverty. • Answers might argue that it was only when the church itself provided for popular religion that it was more successful in dealing with heretical 	<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"> • 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>popular religious movements, and so more successful in upholding its own authority.</p> <ul style="list-style-type: none"> • Answers might argue that the use of councils was not in itself repressive, and they introduced some reforms answering criticisms of the church. • Answers might argue that a mixture of measures was necessary through most of the period to uphold church authority. 		
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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.

Y304/01

Mark Scheme

June 2022

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.

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