



Oxford Cambridge and RSA

GCE

History A

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

A Level

Mark Scheme for June 2023

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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).

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

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 impact of St Dominic on the Cathars.</p> <p>In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A argues St. Dominic’s preaching to the Cathars produced very few lasting converts because his preaching itself was ineffective.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A is valid because even the most optimistic evidence does not put a high figure on the number of converts. • Answers might argue that Interpretation A is valid as Dominic did not make any noble converts and it was their support for Catharism which made it so difficult to dislodge from Languedoc. • Answers might argue that Interpretation A is valid as preaching and poverty, the two things which seemed to give Catharism its appeal, should have been a winning formula but even Dominic’s preaching plus apostolic poverty was not enough to convert Cathars. • Answers might argue that Interpretation A is valid as use of the crusade against the Cathars from 1209 demonstrates how little impact preaching had had. • Answers might argue that Interpretation A is less valid as Dominic did manage to establish himself in Languedoc and Toulouse became his base. 	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></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 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
	<p>In locating the interpretations within the wider historical debate, answers might suggest that Interpretation B argues that Dominic failed because, although he had a winning formula, Innocent III opted to use the crusade before Dominic's preaching had had a chance to succeed and that preaching was the way forward.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as Dominic established himself in Toulouse. • Answers might argue that Interpretation B is valid as Dominic continued to carry on his work in the Midi during the Albigensian Crusade and he would not have done so had his mission been hopeless. • Answers might argue that Interpretation B is valid as the crusade encouraged Cathars to become even more resolutely attached to their cause and so less likely to listen to Dominic. • Answers might argue that Interpretation B is less valid as there is nothing to suggest that Dominic's mission would have been successful anyway. He had been preaching for some years before the crusade and had made few converts. • Answers might argue that Interpretation B is less valid as peaceful preaching was not the way forward against Catharism as eventually the church had to resort not only to the Albigensian Crusade but to the inquisition to deal with it. 		

Question	Answer	Mark	Guidance
2*	<p>How far was support for the Hussites typical of that for other heretical movements in the period from c.1100 to 1437?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that, like other heresies, Hussites drew support from male and female, young and old and a variety of social classes. • Answers might argue that, as with some other heresies, Lollardy and Catharism for example, support came primarily from a limited geographical area. • Answers might argue that, as for other heresies, support was limited to part of the period. • Answers might argue that, as for the Cathars and the Lollards initially, some support for Hussites came from more influential members of society <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that Hussites alone got most of their support from Bohemia. • Answers might argue that Hussites alone drew support from Bohemian nationalists. • Answers might argue that Hussite emphasis on doctrinal matters attracted intellectual / university support and only Wyclif attracted similar. • Answers might argue that Hussitism combined anti-clericalism, popular piety, academic heresy and nationalism which gave it wider support than most heresies. • Answers might argue that support was so enmeshed in Bohemian society that it withstood even a crusade and that only Cathar support was like this. 	25	<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></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 the degree of 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
3*	<ul style="list-style-type: none"> • Answers might argue that support for Hussites was divided and Hussite nobles and the Taborite wing turned against each other. <p>'Wycliffe's views were the most important turning point in the impact of heretical movements on the medieval Church.' How far do you agree with this view of the period from 1100 to 1437?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that Wycliffe's views, spread by Oxford graduates preaching in the regions meant that, for the first time, an academic heresy spread beyond the universities and attracted popular support. • Answers might argue that the spread of Wycliffe's views marked the first time England was much affected by heresy. • Answers might argue that Wycliffe's views attacked fundamental catholic beliefs on the Eucharist and the importance of the priesthood. • Answers might argue that Wycliffe's demands for church reform and disendowment undermined the whole Catholic sacerdotal system. • Answers might argue that Wycliffe's views influenced Huss and thus the spread of heresy in Bohemia. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that Wycliffe's views did not permanently influence the church in any state. • Answers might argue that Wycliffe and the Lollards had relatively few supporters, that they lost influential support early on and that they were mostly dealt 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 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*	<ul style="list-style-type: none"> • Answers might argue that the martyrdom of Huss, leading to the growth of the Hussites and eventually to the establishment of an alternative church in Bohemia which withstood even a crusade, was a more important turning point. • Answers might argue that the growth of the Cathars was a more important turning point as the heresy was well-organised, became firmly embedded in southern French society, created an alternative theology which set it apart from other heresies at the time and lasted to some degree from the twelfth until the early fourteenth century. • Answers might argue that the emergence of the Waldensians was a more important turning point as they represented an early attack on the church and its laxity and were very attractive to those wanting a life of apostolic poverty <p>To what extent was the medieval Catholic Church dependent on popular support for the maintenance of its authority in the period c.1100 to 1437?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that overall, in western and central Europe, the church retained popular support throughout the period. • Answers might argue that no heretical movement came close to the popular support enjoyed by the church. • Answers might argue that no method used by the church to impose authority – preaching, teaching or more aggressive methods - was 	25	<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 higher levels answers might establish criteria against which to judge the degree of that popular support • To be valid, judgements must be supported by relevant and accurate material.

Question	Answer	Mark	Guidance
	<p>entirely successful and this suggests that popular support lay behind the church's ability to maintain its authority.</p> <ul style="list-style-type: none"> • Answers might argue that council decrees regarding orthodoxy could not have been imposed on an essentially hostile population. Catharism and Hussitism showed what could happen when popular support was lost but these affected limited areas for a limited time. • Answers might argue that the infrequency of crusades to restore authority suggests the church was able to depend on popular support most of the time. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might argue that the church recognised early on that it could not depend on popular support and so embarked on preaching and teaching against heresy. • Answers might argue that if the church had been able to depend on popular support it would not have introduced propaganda campaigns to win support. • Answers might argue that by 1209 the church realised that more aggressive methods were needed to maintain authority and so introduced the crusade against heretics and subsequently other repressive measures. • Answers might argue that in some areas, in different places at different times but across the period, there was much popular support for heresy e.g. for Waldensians, Cathars, Free Spirits, Hussites and so the church could not count on popular support. 		<ul style="list-style-type: none"> • 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.

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.

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