

## **GCE**

### **History A**

#### **Y304/01: The Church and medieval heresy c.1100-1437**

Advanced GCE

#### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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**Annotations**

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

## Subject-specific Marking Instructions

| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 1        | <p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of the Mendicant Orders on the towns.</b></p> <p><b>In locating the Interpretations within the wider historical debate</b> answers might argue that Interpretation A argues that the mendicant orders had a great impact on towns. They supplied a need in the changing society for preachers and confessors and satisfied the desire in towns for a more personal and intellectual religion.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as friars spread quickly through the towns of western Europe in the thirteenth and fourteenth centuries.</li> <li>• Answers might argue that Interpretation A is convincing as the friars deliberately took their message to townspeople.</li> <li>• Answers might argue that Interpretation A is convincing as friars were trained, effective preachers who had model sermons to work from and during the thirteenth century good quality sermons became a normal part of town life.</li> <li>• Answers might argue that the view in A is more convincing as people flocked to friars for confession and penance, especially in those areas of towns which were not well-served by existing parish priests.</li> <li>• Answers might argue that Interpretation A is convincing as gifts in wills demonstrate that right through urban society people wanted to give to the friars and that they had therefore had a profound</li> </ul> | 30   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is required</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge and reach a balanced judgement as to which they consider the most convincing about the issue in the question</li> <li>• To be valid, judgements must be supported by relevant and accurate material</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with the descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer   | Mark | Guidance |
|----------|--|------|----------|
|          | <p>impact.</p> <ul style="list-style-type: none"> <li>Answers might argue that Interpretation A is more true of the thirteenth century than the later period as friars' activities could eventually cause rifts in towns as they annoyed local clergy.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate</b> answers might argue that Interpretation B argues that friars had been an important aspect of spiritual revival in the thirteenth century but they were not so successful in the fourteenth and much criticism was levelled against them.</p> <ul style="list-style-type: none"> <li><b>In evaluating Interpretation B</b>, answers might argue that Interpretation B is more convincing as it looks at both sides of the question. It allows that friars were very important in the thirteenth century, something which is supported by Interpretation A, but argues that this was much less the case later on.</li> <li>Answers might argue that Interpretation B is valid in pointing to the excessive number of friars and might support this by saying that they spread greatly throughout western Europe and beyond.</li> <li>Answers might argue that Interpretation B is correct in referring to their abuse of privileges as they abused their privileges in the universities located in many of the towns in which they were based, and in the towns themselves where parish priests resented their popularity in hearing confessions and giving penances, which often resulted in the population gratefully giving alms and bequests to the friars rather than the local parish clergy, so leading to tension in the towns.</li> <li>Answers might argue that Interpretation B is convincing regarding difficulties between parish clergy and their flocks as in some places it was felt</li> </ul> |      |          |

| Question | Answer   | Mark | Guidance |
|----------|--|------|----------|
|          | <p>necessary to grant land outside the town centres to friaries in order to defuse rows with local parish churches.</p> <ul style="list-style-type: none"> <li>• Answers might argue that B is convincing in saying that there was a problem in friars being responsible to the order and not to the bishop as this helped to undermine diocesan authority in the towns.</li> <li>• Answers might argue that the view in B is less convincing as the many gifts made to friars in wills continued in the fifteenth century, showing that across the urban social strata friars were still regarded with respect and were felt to be satisfying an urban need.</li> </ul> |      |          |

| Question | Answer  | Mark | Guidance  |
|----------|---|------|---|
| 2*       | <p><b>‘The main reason for the limited success of heretical movements during the period from c. 1100 to 1437 was lack of support.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> answers might argue that although the size of different movements varied, some, e.g. Henricians and Lollards, attracted relatively small numbers.</li> <li>• Answers might argue that most movements had limited support from influential classes or, in the case of the Lollards, lost that support.</li> <li>• Answers might argue that association with social or political radicalism led to a lack of support or tailing off of support which then limited a movement’s success.</li> <li>• Answers might argue that each movement, e.g. Cathars, Waldensians, Lollards, Hussites, tended not to attract support beyond a fairly limited geographical area.</li> <li>• Answers might argue that support for most heretical movements was relatively short lived and none lasted throughout the period.</li> <li>• <b>In challenging the hypothesis in the question</b> it might be argued that the Church took action against heretics, recognising the need to change its methods over time and to use a combination of methods.</li> <li>• Answers might argue that movements often failed to penetrate society and so lacked the protection of influential people in that society against the Church.</li> <li>• Answers might argue that those movements stressing itinerant preaching and the gospel life, e.g. Waldensians, Henricians, tended to lack organisation</li> <li>• Answers might argue that the state took action against some groups, e.g. Cathars, Lollards, Hussites.</li> </ul> | 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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid judgments must be supported by relevant and accurate material</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer   | Mark | Guidance |
|----------|--|------|----------|
|          | <ul style="list-style-type: none"><li>Answers might argue that some groups, e.g. Hussites suffered from internal dissension which reduced their effectiveness.</li></ul> |      |          |



| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 3*       | <p><b>'The Hussites were the heretical group which had most impact on the medieval Church during the period from c. 1100 to 1437.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, answers might argue that the Hussites created an alternative church in Bohemia, which lasted, unlike the Cathar alternative church for example.</li> <li>• Answers might argue that by combining anti-clericalism, popular piety and academic heresy Hussitism had wide support in Bohemia which made it difficult to dislodge.</li> <li>• Answers might consider support for Hussitism went beyond what was usual for heretical groups as it allied with Bohemian nationalism and this gave them greater resistance to the Church than other groups had.</li> <li>• Answers might consider that Hussites' penetration of Bohemian society meant they had much support and protection, even when a crusade was launched against them. Only Catharism came close to this.</li> <li>• Answers might argue that getting rid of Huss only made him a martyr and gave the movement new impetus so it then had more impact on the Church.</li> <li>• Answers might argue that the Hussite emphasis on doctrinal differences had more impact on the Church than those heretical groups eg Waldensians which concentrated on the gospel life.</li> <li>• <b>In challenging the hypothesis in the question</b> it might be argued that the work of Wycliffe had more impact as he wanted Church reform and disendowment of the Church so striking at the whole Catholic sacerdotal system.</li> <li>• Answers might argue that while Hussites had an impact only on the Bohemian Church, Lollard theology</li> </ul> | 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><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid judgments must be supported by relevant and accurate material</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer  | Mark | Guidance |
|----------|---|------|----------|
|          | <p>had a greater impact on later movements, including the Hussites, and was not limited to one country.</p> <ul style="list-style-type: none"> <li>• Answers might argue that the Hussites were divided and Hussite nobles suppressed the Taborite wing so reducing their impact on the Church.</li> <li>• Answers might argue that the Cathars were very well organised and were not finally eradicated until the early fourteenth century.</li> </ul> |      |          |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 4*       | <p><b>How successful was the Catholic Church during maintaining its authority during the period from c. 1100 to 1437?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> answers might argue that popular support for the Catholic Church continued throughout the period.</li> <li>• Answers might argue that no heretical movement gained support across western Europe and that nothing rivalled the Catholic Church in terms of size, influence, power.</li> <li>• Answers might argue that the Catholic Church eventually eradicated each new heretical group, whether the heresy involved emphasis on the apostolic life or doctrinal attack.</li> <li>• Answers might argue that most heretical groups had little influence on other groups, so making it easier for the Church to maintain its authority.</li> <li>• Answers might argue that the Catholic Church used a variety of methods to uphold its authority, changing these as the need arose.</li> <li>• <b>In challenging the hypothesis in the question</b> it might be argued that the Church had difficulty in maintaining its authority in the face of some groups, e.g. the Cathars and Hussites, with their alternative churches.</li> <li>• Answers might argue that some groups proved elusive, e.g. the Free Spirits and their eradication became the main concern of the fourteenth century Church, indicating that it was difficult to uphold its authority.</li> <li>• Answers might argue that it was more difficult for the Church to maintain its authority in the face of the changing nature of heresy and that the academic heresies of the later period were more difficult to deal</li> </ul> | 25   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></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"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid judgments must be supported by relevant and accurate material</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer  | Mark | Guidance |
|----------|---|------|----------|
|          | <p>with.</p> <ul style="list-style-type: none"> <li>• Answers might argue that the wide range of methods the Church felt it necessary to use to try to deal with heresy indicated that it was having difficulty maintaining its authority.</li> <li>• Answers might argue that while the Church dealt with individual heresies it did not manage to wipe out the whole problem of heresy; the universality of the Church in western Europe could have been said to have been breached.</li> </ul> |      |          |

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>  |
|                                  | <b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>  |
| <b>Level 6</b><br>26–30<br>marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.   |
| <b>Level 5</b><br>21–25<br>marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.  |
| <b>Level 4</b><br>16–20<br>marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.  |
| <b>Level 3</b><br>11–15<br>marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| <b>Level 2</b><br>6–10<br>marks  | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.  |
| <b>Level 1</b><br>1–5<br>marks   | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.  |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.   |

|                                  |   |
|----------------------------------|---|
|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>   |
|                                  | <b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>  |
| <b>Level 6</b><br>21–25<br>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.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                            |
| <b>Level 5</b><br>17–20<br>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.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>13–16<br>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.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>9–12<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.                                       |
| <b>Level 2</b><br>5–8<br>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.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| <b>Level 1</b><br>1–4<br>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.<br>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.  |

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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