

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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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**

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

<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>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully Appendix 5 Introduction to Script Marking: Notes for New Examiners.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of Hussite success in the Hussite Wars up to 1431.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that each of Sigismund's crusades was defeated in battle and that fear of the Hussite armies caused their enemies to flee.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that military success is a valid explanation as Zizka and Prokop organised wagon laagers which proved effective.</li> <li>• Answers might argue that Interpretation A is valid as</li> </ul>	30	<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>Zizka was innovative in his use of wagon laagers and nothing like them had been seen before.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Interpretation A is valid as the reputation of the Hussite army went before it. In the crusade of 1427, the crusaders saw the Hussites and fled and in 1431, with a larger army than that of the Hussites, the crusaders panicked on seeing them and fled.</li> <li>• Answers might argue that Interpretation A seems more valid as it is in part supported by Interpretation B which refers to the Hussites being able to defend Bohemia against any Catholic army and the Hussite troops' reputation caused the enemy to flee at the sight of them.</li> <li>• Answers might argue that Interpretation A is less valid as, although it mentions the peasant armies reinforcing the citizens of Prague, it does not point out the wider significance of this unity.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that Sigismund's crusades against Bohemia were responsible for creating temporary unity between the factions of Hussitism and it was this unity, in defence of Bohemian nationalism, which enabled the Hussite to be successful in the Hussite wars.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that it is valid as it points out how Sigismund's attitude to Bohemia and his crusades struck a nationalist chord in Bohemia, making Bohemians keen to defend their land.</li> <li>• Answers might argue that Interpretation B is valid as</li> </ul>		

Question	Answer	Mark	Guidance
2*	<p>in his crusades Sigismund used other nations who were enemies of the Bohemians and so this encouraged Hussite unity to defend Bohemian nationalism.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Interpretation B is valid as, before Sigismund's crusades and when there was no crusade in the offing, divisions in Hussitism came to the fore. They needed an external threat to unite them.</li> <li>• Answers might argue that religious differences in Hussitism remained during the wars and it was nationalism which united them.</li> <li>• Answers might argue that Interpretation B is valid as it gives recognition to the reputation of the Hussite troops and so is partly supported by Interpretation A.</li> <li>• Answers might argue that Interpretation B is less valid as although Sigismund united the forces of Hussitism through his crusades, the Hussites would not have been able to defeat Sigismund without the military prowess and ingenuity of Zizka and Prokop.</li> </ul> <p><b>'The increase in lay piety was the main reason for the emergence of heretical movements in the period from 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 popular piety, the search for God and godliness was a factor in the emergence of heretical movements throughout the period.</li> <li>• Answers might argue that popular piety in the twelfth century led to a desire for a more pure apostolic life, following the poverty of Christ and the apostles and found expression in e.g. the Waldensians.</li> </ul>	25	<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>

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	<ul style="list-style-type: none"> <li>• Answers might argue that Cathars wanted purer and more austere lives.</li> <li>• Answers might argue that the Fraticelli saw themselves as spiritual and the true followers of the Gospel.</li> <li>• Answers might argue that the Henricians emphasised personal holiness and asceticism.</li> <li>• Answers might argue that Free Spirits emphasised poverty and mysticism and the soul's oneness with God.</li> <li>• Answers might argue that in the fourteenth century Lollards showed strong personal devotion and meditated on Scripture.</li>   <li>• <b>In challenging the hypothesis in the question</b> it might be argued that the growth in popular piety leading to heresy was partly a result of the condition of the medieval Catholic Church.</li> <li>• Answers might argue that heretical groups from the Waldensians to the Lollards and Hussites complained about the wealth and moral laxity of the clergy.</li> <li>• Answers might argue that dissatisfaction with the quality of popes, exacerbated by the Great Schism, led people to question papal authority.</li> <li>• Answers might argue that the existence of wealthy and corrupt ecclesiastical institutions led some to emphasise the Bible as the means to salvation.</li> <li>• Answers might argue that socio-economic factors in twelfth century southern France helped to lead to the development of the Cathars.</li> <li>• Answers might argue that doctrinal issues led to heresy e.g. Cathars in the twelfth century and Wycliffe in the fourteenth.</li> </ul>		

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3*	<ul style="list-style-type: none"> <li>• Answers might argue that local political factors, especially in twelfth century southern France and in late medieval England and Bohemia, helped to lead to the emergence of heresy.</li> <li>• Answers might argue that the unwillingness or inability of the authorities to deal with heresy immediately allowed it to develop and spread.</li> <li>• Answers might argue that most heretical movements emerged for a variety of reasons.</li> </ul> <p><b>How similar was the nature of support for different heretical movements in the period from 1100 to 1437?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that support was similar</b>, answers might argue that throughout the period heretical movements attracted both men and women. <ul style="list-style-type: none"> <li>• Answers might argue that throughout the period heretical movements attracted support from a variety of social classes, including nobles, burghers, townspeople, peasants, laity, lesser clergy, wealthy and poor.</li> <li>• Answers might argue that heretical movements attracted support from both young and old.</li> </ul> </li> <li>• Answers might argue that support for particular heretical movements tended to be limited in its geographical spread, eg Cathars mainly in southern France and N Italy; Lollards in England. <ul style="list-style-type: none"> <li>• Answers might argue that throughout the period, some supporters of heretical movements were more radical than others.</li> </ul> </li> </ul>	25	<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
4*	<ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis that support was similar</b>, it might be argued that the amount of support for different heretical groups varied.</li> <li>• Answers might argue that some had more support from influential members of society than others e.g. Cathars, Hussites and Lollards initially.</li> <li>• Answers might argue that some heretical movements (Wycliff, Hussites) attracted support from the universities.</li> <li>• Answers might argue that different heretical groups gained support from different areas (e.g. Cathars in southern France and northern Italy, Lollards in England, Hussites from Bohemia.)</li> <li>• Answers might argue that some supporters were literate while others were not.</li> <li>• Answers might argue that some supporters were attracted partly by political or social radicalism e.g. Lollards and Hussites, while others were attracted by the appeal of a purer form of Christianity e.g. Waldensians.</li> <li>• Answers might argue that the supporters of some heretical movements were divided religiously e.g. Hussites, while others were not.</li> </ul> <p><b>How far did the methods used to maintain Church authority remain the same in the period from 1100 to 1437?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that the methods remained the same</b>, answers might argue that throughout the period teaching and preaching was used to maintain Church authority e.g. St. Bernard</li> </ul>	25	<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</li> </ul>

Question	Answer	Mark	Guidance
	<p>was used to preach in the twelfth century and the Dominicans and Franciscans from the thirteenth.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Church authority was upheld through the production of literature such as propaganda pamphlets which aided preaching against heresy.</li> <li>• Answers might argue that preaching was never entirely effective e.g. against the Cathars, and had to be supplemented by other methods.</li> <li>• Answers might argue that from the early thirteenth century Church authority was upheld by more repressive measures.</li> </ul> <p>• <b>In challenging the hypothesis in the question</b> it might be argued that repressive measures changed during the period. Crusades were used from the early thirteenth century and were still in use in the fifteenth, but the Inquisition (c.1230 on) and burning (mid C13<sup>th</sup> on) were also used.</p> <ul style="list-style-type: none"> <li>• Answers might argue that other repressive measures were introduced at different times including fines, imprisonment, excommunication, papal condemnation, book burning.</li> <li>• Answers might argue that in the thirteenth century the Dominicans were set up expressly to spread orthodoxy and the authority of the Church.</li> <li>• Answers might argue that Franciscans were used from the thirteenth century to uphold Church authority by being used as an army of missionaries who provided an orthodox alternative to joining an heretical movement.</li> <li>• Answers might argue that in the later part of the period friars were used to uphold Church authority in</li> </ul>		<p>relevant and accurate material.</p> <ul style="list-style-type: none"> <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>the new urban areas which lacked adequate traditional pastoral support.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Church authority was upheld in the later part of the period through friars influencing their university students to take the message of orthodoxy to wherever they worked.</li> <li>• Answers might argue that for much of the period Church authority was upheld through a mixture of preaching, teaching and repression but that the precise methods varied.</li> </ul>		

**APPENDIX 1**

	<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> 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.

<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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