

GCE

History A

Unit **Y304/01**: The Church and Medieval Heresy 1100 - 1437

Advanced GCE

Mark Scheme for June 2018

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME

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 reasons for Huss's condemnation as a heretic.</p> <ul style="list-style-type: none"> • In locating the interpretations within the wider historical debate, answers might argue that Interpretation A argues that Huss had an affinity to Wycliffe rather than being influenced by him and implies that the Schism, his refusal to recant and his criticism of clerical corruption brought about the situation in which he was found guilty of heresy. • In evaluating Interpretation A, answers might argue that this is valid as there were a number of points, especially the key one of transubstantiation, on which Huss disagreed with Wycliffe. • Answers might argue that the view in Interpretation A that Huss had an affinity to Wycliffe is supported by reference to their agreement over the Church consisting of all the elect. • Answers might argue that this is further supported by their similar doubts about the authority of a worldly papacy and the claims of a greatly endowed church. • Answers might argue that Interpretation A is supported by the idea that Huss spent much more of his time being concerned about the corruption of the clergy than about theology and cite in support that there were serious complaints about this as early as 1408. • Answers might argue that A is convincing regarding the influence of the Schism as the division in the papacy led to questioning of papal authority. 	30	<ul style="list-style-type: none"> • No set answer is required • 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 the descriptions in the levels mark scheme.

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	<ul style="list-style-type: none"> • Answers might argue that some support is given to A by B which mentions Huss' attack on clerical corruption bringing him into conflict with the Archbishop who was one of those to bring heresy charges. • Answers might argue that A is less convincing as contemporaries at the Council of Constance which condemned him accused Huss of holding Wycliffite opinions. • In locating the interpretations within the wider historical debate, answers might argue that Interpretation B argues that Huss adopted Wycliffe's ideas while a student and implies that this was what doomed him as French academics who voted at Constance were opposed to the whole basis of Wycliffe's philosophy. • In evaluating Interpretation B answers might argue that the view in B is convincing as communion in both kinds, a view of Wycliffe's, was what established the sharp difference between Huss's followers and his opponents. • Answers might argue that Interpretation B has some support from Interpretation A as Huss did agree with some of Wycliffe's ideas such as the Church comprising all the elect. • Answers might argue that Interpretation B could be considered as valid as the Germans who helped to accuse Huss of heresy disagreed with him over Wycliffe's views. • Answers might argue that Interpretation B could be considered as more valid as it allows that Huss fell out with the Archbishop over clerical corruption even though it does not view this as important as his Wycliffite views. • Answers might consider that Interpretation B is less 		

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2*	<p>convincing as Huss did not accept all of Wycliffe's views including the very important one on transubstantiation.</p> <p>How similar in nature were heretical movements in the period from 1100 to 1437?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that, although heretical movements occurred in many areas of Europe throughout the period, most individual movements had a relatively narrow geographical spread, being dominant often in only one or two countries such as Henricians in southern France, Cathars in southern France and northern Italy, Lollards in England or Hussites in Bohemia. • Answers might argue that no heretical movement lasted throughout the period and that the importance of most was relatively short lived, although a few adherents may be found for longer. • Answers might argue that heretical movements were, at least in part, a response to dissatisfaction with the condition of the church. • In challenging the hypothesis in the question, it might be argued that the size of heretical movements varied considerably. Some had many members (Cathars, arguably Free Spirit) others had far fewer (Henricians, Lollards) • Answers might argue that the organisation of heretical movements varied a great deal. While some were itinerant preachers living a life of poverty (e.g. Henricians, Waldensians), the Free Spirits were loosely organised and had aspects of a religious order, Cathars had an alternative church with their own services and rites and Hussites had their own 	25	<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 judgments 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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3*	<p>church.</p> <ul style="list-style-type: none"> • Answers might argue that doctrinal differences with the Catholic Church were important factors for some heretical movements (Cathars, Wycliffe) but not for all. • Answers might argue that some movements, but not most, rose to real prominence after the deaths of their founders (Lollards, Hussites). <p>‘Heresy was more of a challenge to the Church in the fourteenth and early fifteenth centuries than in the twelfth and thirteenth centuries.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that there was more emphasis on doctrinal differences in the later period which was a greater challenge to the Church than attacks on clerical abuses. • Answers might argue that Wycliffe’s demands for Church reform and disendowment of the Church undermined the whole Catholic sacerdotal system and came close to Luther’s Protestant ideas. • Answers might argue that fourteenth and fifteenth century heretical movements were difficult to eradicate. Free Spirits were difficult to find and dealing with Wycliffe and Huss did not prevent the increase of their followers. • Answers might argue that there was a new phenomenon in the fourteenth century: the academic heresy which gained popular support (Wycliffe and Huss) and that this was more difficult to deal with. • Answers might argue that there was a greater geographical spread of heresy as it reached England for the first time in the late fourteenth century. 	25	<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 judgments 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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4*	<ul style="list-style-type: none"> • Answers might argue that Lollards and Hussites had political support which made it more difficult to eradicate them. • Answers might argue that in the mid twelfth century, preaching had been enough to deal with some heretics (St. Bernard and Henricians) but that repressive measures were needed in the fourteenth and fifteenth centuries. • In challenging the hypothesis in the question it might be argued that even in the twelfth and thirteenth centuries preaching, even by experts, was not enough to deal with some heresies (Cathars). • Answers might argue that the crusade and inquisition were felt to be essential tools against heresy from the thirteenth century. • Answers might argue that some heretics had doctrinal differences even in the earlier period (Cathars). • Answers might argue that political support for heretical groups was not confined to the later period (Cathars). • Answers might argue that some later heretics (Lollards) were not as much of a challenge as they might have been as they lost influential support. <p>‘Church authority was most effectively maintained through preaching and teaching in the period from 1100 to 1437.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that throughout the period preaching was used effectively to maintain church authority. St Bernard used it in the mid twelfth century and Dominicans and Franciscans from the thirteenth. • Answers might argue that the Dominican Order was 	25	<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 judgments 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>set up specifically to spread orthodoxy in heretical areas and to preach against heresy.</p> <ul style="list-style-type: none"> • Answers might argue that the Franciscans were used effectively as an army of missionaries to preach to the poor and dispossessed. • Answers might argue that the friars were able to uphold church authority through their preaching and teaching in new urban centres where otherwise people could have been left without adequate pastoral support. • Answers might argue that friars' teaching in universities where they often had chairs enabled them to influence students who would then help to carry the message wherever they worked. • Answers might argue that Dominicans in particular upheld orthodox doctrine in their teaching and thus the authority of the Church. • Answers might argue that specific literature was produced against heresy (e.g. St. Bernard's sermon on the Song of Songs; propaganda pamphlets listing heretical errors) to aid in preaching against heresy so upholding Church authority. • In challenging the hypothesis in the question it might be argued that preaching was not always effective even in the twelfth and early thirteenth century , because of the quality of preachers (Cistercians) or their lack of numbers (scholars trained by Dominic and Diego). • Answers might argue that preaching could be effective against heretic leaders in public debate but did not make large scale conversions. • Answers might argue that even where preaching seemed effective it was sometimes necessary later to imprison the heretic (eg Henry of Lausanne). 		

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	<ul style="list-style-type: none"> • Answers might argue that it was not always friars' preaching which persuaded people to accept Church authority but their way of life. • Answers might argue that from 1209, and throughout the rest of the period, the Church felt it necessary to use repressive measures to uphold its authority. • Answers might argue that crusades against the Cathars and Hussites did not entirely eradicate heresy and the Church also used the Inquisition to uphold its authority against heretics by fear and by undermining support for the heretics in the community. • Answers might refer to the wide range of other punishments felt necessary by the Church to uphold its authority: burning of books, fines, imprisonment, public humiliation, excommunication, papal condemnation, burning of heretics. • Answers might consider that the Church felt it necessary to use the 4th Lateran Council to reiterate orthodox Catholic doctrine and to emphasise the duties of the laity regarding heretics and the upholding of Church authority. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<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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