



...day June 20XX – Morning/Afternoon

A Level History A

Unit Y304 The Church and Medieval Heresy c.1100–1437

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
 - 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

12. 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.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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.

Section A

Question			Answer	Marks	Guidance
1			Evaluate the interpretations in both of the two passages and explain which you think the more convincing as an explanation for Hussite failure. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that it was class division and antagonism that was the main reason. • In evaluating Interpretation A, answers might argue that class division is valid because the struggle was between the nobility and wealthy merchants against the peasantry. • Answers might argue that Interpretation A is valid as many of the Taborites came from the lowest strata of the population. • Answers might argue that Interpretation A is correct in its view that social concerns were more important as Hussite nobles joined in the suppression of the Taborites. • Answers might argue that Interpretation A can be linked to Interpretation B as the class and religious divisions coincided. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that religious divisions within the Hussite movement made it weaker and easier to suppress. • In evaluating Interpretation B, answers might argue that there were serious religious divisions as the Utraquists were largely Catholic in their beliefs.	30	• 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	Marks	Guidance
			- Answers might argue that Interpretation B is valid because the Utraquists were able to reach an agreement with the authorities on religious issues which weakened the movement. - Answers might argue Interpretation B is not valid as many Hussite nobles were more concerned about the social order and preservation of their position, and saw the Taborites as a threat to that. - Answers might argue that Interpretation B is not valid as the Taborites were anti-German and opposed what were seen as Germanic customs.		

Section B

Question			Answer	Marks	Guidance
2*			‘The reasons for the emergence of heretical movements remained the same throughout the period from 1100 to 1437.’ How far do you agree with this view? • In supporting the hypothesis in the question, it might be argued that many heretical movements emerged as a response to the poor condition at a local level of the medieval church; for example lack of preaching and poor clerical standards. • Answers might consider that the emergence of heretical movements was a result of the poor standards of the Papacy throughout the period. • Answers might consider that heretical movements emerged because it was a period of social and economic change. • Answers might argue that heretical movements appealed to the lower strata of medieval society and this was because of their poor economic position. • Answers might argue that there was a greater awareness of millenarian views • Answers might argue that heretical movements emerged as response to class or feudal struggles. • Answers might argue that political factors were important in the emergence of heretical groups. • In challenging the hypothesis in the question, it might be argued that not all heretical movements were a reaction to social and economic changes. • Answers might argue that the emergence of heretical movements was not a result of class struggles as members of the nobility were involved in movement such as the Cathars.	25	• 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.

Question			Answer	Marks	Guidance
			- Answers might argue that there were regional differences for the emergence of the heretical groups. - Answers might argue that there was different emphasis among different regional and social groups.		
3*			‘The Lollards were the most influential heretical group during the period from 1100 to 1437.’ How far do you agree with this view? In supporting the hypothesis in the question, it might be argued that Wycliffe’s Lollard theology, especially on the Eucharist, was to have the greatest influence on later movements – the Hussites and early Lutherans. - Answers might consider that the Lollards attracted support outside their original English heartland, especially in Bohemia. - Answers might consider that the emphasis on the vernacular Bible and its authority was of crucial theological importance for religious reform. - Answers might consider that other movements had much less influence. The Cathars were eradicated by 1310 and their ideas on such matters as a lay priesthood had little influence beyond the Waldensians. - Answers might consider that the Lollards attracted powerful secular support in England (John of Gaunt, those around Richard II and some knights) into the 15th century. In challenging the hypothesis in the question, it might be argued that the Lollards lacked organisation, unlike the early Cathars and Hussites, too dependent on Wycliffe. - Answers might consider that, like the Cathars and Hussites, the Lollards were tainted by regime change and rebellion in England. In that sense they shared the same fate in terms of	25	- 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.

Question			Answer	Marks	Guidance
			influence. - Answers might consider that unlike the Cathars and Hussites, the Lollards were not deemed serious enough to launch a crusade against. They died out through secular persecution. - Answers might consider their failure to influence permanently any medieval state, unlike the Hussites and Bohemia. - Answers might consider the Hussites to be more influential, especially in retaining a distinctive Bohemian Church.		
4*			‘The Franciscans were the most successful of the new orders.’ How far do you agree with this view of the period from 1100 to 1437? - It might be argued that the impact of Francis was greater than other figures and support was more extensive given his freedom from previous monastic traditions like the Augustinians. - Answers might consider the role of St Francis’ personality in inspiring the high and later middle ages and in attracting all levels of society but especially outsiders. - Answers might consider Franciscan success in harnessing the religious energies of the 13th and 14th centuries in contrast to existing orders like the Augustinians and Benedictines. - Answers might consider Franciscan success in the growing towns in contrast to other orders, especially their churches as preaching houses and their role in urban based universities. - Answers might consider the role and appeal to women, especially via the Poor Clares. In challenging the importance of the Franciscans, it might be argued that the role of the Dominicans were more important in crushing heresy, such as the Cathars, through winning the affection of the people of southern France by	25	- 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.

Question			Answer	Marks	Guidance
			preaching and out-doing the Catharism in religious simplicity. • Answers might consider the Dominicans as more successful in preaching, education and organisation. • Answers might consider the success of the Dominicans in the universities as more important in defending orthodoxy (Aquinas) whilst the Franciscan Ockham tended to the opposite. • Answers might consider that the Franciscans split into Conventionals (who suggested Dominican organisation to be more successful a route) and Spirituals (Joachim of Fiore) who attracted the disposed and were suppressed after 1318. • Answers might consider the limitations for success created by the rivalry of the new orders and the role of existing orders to be of continued importance in the period, especially the Augustinians.		

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
Totals	50		30	80

Summary of updates

Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.