

GCE

History A

Y308/01: The Catholic Reformation 1492-1610

A Level

Mark Scheme for June 2022

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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 effect of the St Bartholomew' Day Massacre.</p> <ul style="list-style-type: none"> • In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A focuses on the enormous damage to the Huguenots caused by the Massacre, especially long term damage in terms of numbers and psychologically. • In evaluating Interpretation A candidates might argue that the interpretation correctly refers to mass conversions of Huguenots after the Massacre, with 5000 changing faith in Paris within 5 weeks. • Candidates might agree that the massacres were catastrophic, with at least 5000 Huguenots being killed, possibly up to 30,000. • Candidates might argue that the interpretation correctly refers to the end of the growth of Huguenotism, as from 1572 the Huguenots were confined to the south and west. • Candidates might argue that the interpretation correctly refers to the King turning against the Huguenots, as the Fourth War of Religion broke out immediately, and there were further attacks by Charles IX and Henry III. • Candidates might challenge the interpretation's assertion that there was a catastrophic decline in the strength of the Huguenot movement, as 	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>1573 saw the foundation of the United Estates of the Midi, and repeated wars failed to defeat the Huguenots.</p> <ul style="list-style-type: none"> • In locating the interpretations within the wider historical debate answers might suggest that Interpretation B argues that in the short term the Massacre had a major effect on Huguenot numbers. However, in the longer term the Massacre stiffened the determination of the Huguenots to resist. • In evaluating Interpretation B candidates might argue that the interpretation correctly identifies the growing extremism of the Huguenots, as shown in the writings of Hotman and Duplessis-Mornay. • Candidates might agree with the interpretation's statement that the Huguenot movement had lost almost all of its leaders with the deaths of Coligny and others. • Candidates may agree that before 1572 there was room for negotiation between Huguenots and Catholics, with Catherine de Medici's attempts to find a compromise peace, but that after 1572 the wars were longer and more damaging. • Candidates might agree with the interpretation about the role of the Guise family, especially Henry of Guise, and the close link between the Guises and the Catholic Church via the Cardinal of Lorraine. • Candidates might question the interpretation's description of Henry of Anjou as being damned in Huguenot eyes as in 1588 the Huguenots allied 		

Question	Answer	Mark	Guidance
2*	<p>with Henry III against the Catholic League and the Guises.</p> <p>‘Monarchs were unsympathetic to the Catholic Reformation in the period from 1492 to 1610.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis answers could consider the advantages secular rulers gained from converting to Protestantism – especially the opportunity to strip the Catholic church of its riches. • Answers could consider the spread of Protestantism and the unpopularity of Rome and the papacy in many countries. • Answers could consider the attitudes and policies of Henry VIII and Elizabeth I in England. • Answers could consider the Gallican policies of several Kings of France, notably Louis XII, Francis I and Henry IV. • Answers could consider the persecution of Jesuits in Japan. • In challenging the hypothesis answers could consider the ideas and actions of Spanish Habsburgs, Charles V and Philip II. • Answers could consider Mary Tudor’s suppression of Protestantism in England. • Answers could consider the persecution of Protestants in France under Henry II and Charles IX. 	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 • 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 could consider the way that rulers throughout southern Europe remained strongly pro-Catholic, promoting activities of the Inquisition and the spread of Catholic Reformation culture. • Answers could refer to rulers such as Sigismund of Poland and Rudolph II of Austria who suppressed Protestantism. <p>‘The Papacy made a greater contribution to the Catholic Reformation than the new religious orders during the years from 1492 to 1610.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis answers could consider the vital role of the popes in calling the Lateran and Tridentine Councils and in unifying the Catholic Church. • Answers could consider the key roles played by popes such as Paul III and Pius IV in reforming the institutions and doctrine of the Catholic Church. • Answers may suggest that all the orders were limited by the power of both lay rulers and the pope. • Answers may suggest that the main period of influence for these new orders did not arrive until the second half of the period. • Answers may suggest that most new orders e.g. the Ursulines, Barnabites, Theatines, Discalced Carmelites, were largely confined to Italy and Spain. 	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 • 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"> • In challenging the hypothesis answers could consider the success of the Jesuits in founding seminaries, schools, hospitals and universities and spreading the Catholic Reformation throughout Europe. • Answers could consider the success of the Jesuits in spreading Catholicism across the globe, including to China, Japan, India, Malaysia, the Philippines and Latin America. • Answers could consider that in the first half of the period there were corrupt and worldly popes like Alexander VI, Julius II and Clement VII. • Answers could consider that the papacy made the rules, but it was new orders like the Theatines and Barnabites that changed the image of Catholic corruption, and improved the spiritual condition of the people. • Answers could consider orders like the Discalced Carmelites and the Ursulines, which led the way in changing attitudes among women and improving their education. <p>‘The Catholic Reformation had little impact, except in Italy, in the period from 1492 to 1610.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis candidates may argue that, despite the Catholic Reformation, Protestantism remained strong in Europe. 	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>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Candidates may suggest that attempts to control the further spread of Protestant ideas, e.g. by the Index, were largely unsuccessful. • Candidates may consider the 'Black Legend', a common belief that the Catholic Church was working for the victory of the Spanish empire, using torture, assassination and the massacre of non-believers. • Candidates may suggest that in rural areas there is little evidence of transformation of existing practices. • Candidates may argue that the moral reputation of the papacy had not improved greatly, for example Pius IV had 3 children. • In challenging the hypothesis candidates may consider the achievements of the Council of Trent. • Candidates may argue that the clergy were better educated and prepared and more committed in 1610 than in 1492, due to the establishment of seminaries and the Tridentine Reforms. • Candidates may argue that both the practices of bishops were gradually reformed, and corrupt or unspiritual Popes like Alexander VI, Julius II, and Clement VII typify the earlier period, whereas after the 1530s the papacy was represented by reformers like Paul III, Gregory XIII and Sixtus V. • Candidates may argue and explain that there were successful challenges to Protestantism elsewhere, including Spain, France, Poland, Bohemia and Bavaria. 		<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, 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
	<ul style="list-style-type: none">• Candidates may consider the spread of Catholicism in the wider world, especially in Latin America and Asia.• Candidates may consider the impact of the Catholic Reformation in Spain, the Holy Roman Empire and in England under Mary		

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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