



Oxford Cambridge and RSA

GCE

History A

Y308/01: The Catholic Reformation 1492-1610

A Level

Mark Scheme for June 2023

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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 Philip II's religious policies.</p> <p>In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A focuses on Philip II's personal piety, but also on the extent to which his views were not very different from Protestant rulers of the time. This meant that he adopted religious policies that suited his own national convenience, rather than reflecting those of the Catholic Church.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue the interpretation correctly refers to Philip's arguments with the papacy, notably war with Pope Paul IV and constant tension with Sixtus V. • Answers might argue that Philip's personal library contained many books forbidden by the Papal Index, demonstrating that he would not be bound by the rules of the Catholic church. • Answers might argue that Philip II would, on occasion, protect heretics, for example resisting the excommunication of Elizabeth of England for many years, and his protection of Archbishop Carranza, who was accused of heresy by the papacy. • Answers might argue that the interpretation correctly refers to the King's control of the church 	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>in Spain, as he directly appointed hundreds of bishops and abbots in Spain, America and southern Italy.</p> <ul style="list-style-type: none"> • Answers might argue that the interpretation's assertion that Philip's policies were similar to those of other 16th century rulers, given his deep involvement in religious issues – discussing the details of vestments, supporting Teresa of Avila, leading a religious war against England and the Netherlands, and demanding that bishops organise prayer and moral renewal throughout Spain. <p>In locating the interpretations within the wider historical debate answers might suggest that Interpretation B argues that, while Philip II conflated his views with God's will, he nevertheless adopted fiercely pro-Catholic policies and strongly supported the Council of Trent.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that the interpretation correctly identifies Philip's belief that he was speaking with God's voice, for example his frequent letters to popes telling them of their mistakes. • Answers might argue that the interpretation's statement that Philip harshly persecuted heretics, such as on his return to Spain in 1559 which saw the execution of several groups of Protestants, and his fierce persecution of Protestants in the Netherlands. 		

Question	Answer	Mark	Guidance
2*	<ul style="list-style-type: none"> • Answers might argue that Philip was deeply committed to the Council of Trent, writing constant letters to the pope about it, and trying to have the Council extended even longer. • Answers might argue that Philip was an enthusiast for the Inquisition, permitting it to pursue the Moriscos so fiercely that they eventually rebelled. • Answers might argue that the interpretation's implication that Philip accepted the Tridentine Decrees without question, as he insisted that only those decrees which had his express approval were to be accepted in Spain. <p>Assess the reasons why major reforms in the Catholic Church did not occur until the Council of Trent began in 1545.</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the crucial role of the Council of Trent, and a line of reforming popes, in contrast to earlier popes such as Alexander VI, Julius II, and Leo X. • Answers might consider the corruption of many leading prelates in the early 16th century, such as Cardinal Wolsey, Albert of Brandenburg. • Answers might consider the changing attitudes and policies of secular rulers and the enthusiasm of Charles V, Mary I of England and especially Philip II for reform, in contrast to the reluctance of earlier rulers such as Francis I Maximilian I and Henry VIII. 	25	<p>The indicative content lists features of the period studied that relate to the question set.</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

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the rise of more extreme Protestantism in the 1530s and 1540s, especially Calvinism, which demanded a Catholic response. • In challenging the hypothesis in the question, • Answers might consider the drive to reform the Catholic church from the inside, including the rise of mystical Catholicism in the late 15th century, and the work of Erasmus and his supporters. • Answers might consider the consistent failure of the Catholic Reformation in much of northern Europe, including England, after 1545. • Answers might consider many local attempts to reform Catholicism in the early 16th century, notably by Cisneros in Spain and George of Amboise in France. • Answers might consider Isabella and Ferdinand, and their support of reform, notably with the foundation of the Spanish Inquisition. • Answers might consider the Lateran Council of 1512-17 and how it began the process of reform, trying to improve the standing and behaviour of Catholic prelates and leader, and strengthening the power of bishops. 		<ul style="list-style-type: none"> • 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*	<p>‘The Inquisition and Index did little to advance the Catholic Reformation in the period from 1492 to 1610.’ How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the success of the Inquisition in rooting out virtually all Protestantism in Spain and Italy – and later in the southern Netherlands. • Answers might consider that the very hatred the Inquisition inspired in Protestant Europe, typified in the Black Legend, was evidence of its effectiveness. • Answers might consider the importance of the way the Inquisition not only rooted out Protestantism, but also attacked pre-Christian folk religion, and enforced the moral reformation that was essential for a successful Catholic Reformation. • Answers might consider that the Inquisition achieved a vital unity in Catholicism, doctrinally and in terms of religious practice. • Answers might suggest that countries such as England and France, where the Inquisition was never active, both saw the rise of Protestantism and religious strife. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the greater significance of the Council of Trent – as it established the changes in the Catholic Church – especially unity of doctrine and the strengthening of the power of the papacy - that the Inquisition would enforce. 	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.

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	<ul style="list-style-type: none"> • Answers might consider that the widespread use of print was crucial to the spread of Protestantism, and that meant the Index was a more important way of limiting this spread. • Answers might consider that while the Inquisition was important in preventing the further spread of Protestantism, it was missionary orders like the Jesuits that advanced the Catholic Reformation into new areas, or places that had been lost to Protestantism. • Answers might consider that the explosion of new religious orders, like the Ursulines and the Theatines, and the reform of older orders, had a greater effect on how ordinary people saw the Catholic church. • Answers might consider that the Inquisition was never active in France, which for the most part remained strongly Catholic. 		

Question	Answer	Mark	Guidance
4*	<p>‘Pope Paul III was the most important figure in the development of the Catholic Reformation.’ How far do you agree with this view of the period 1492 to 1610?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the critical role of the Jesuits and the fact that Paul III was the pope who approved of the foundation of the order and encouraged their spread. • Answers might consider the fact that Paul III created and opened the Council of Trent, with all that implied for the Catholic Reformation, and the reform of the Catholic Church. • Answers might consider the failures of Paul’s predecessors, especially Clement VII, to control the Protestant Reformation. • Answers might consider Paul’s establishment of the Roman Inquisition in 1542. • Answers might consider that Paul III was the first pope in the period who saw himself primarily as a religious leader not an Italian prince. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider that Paul III was not very different from his predecessors, keeping a mistress, having children, displaying nepotism and spending a fortune on a palace for himself. • Answers might consider the importance of secular rulers, including Charles V’s pressure on the papacy to call a church council, and his wars with German princes – which prevented the spread of Protestantism into southern Germany. 	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
	<ul style="list-style-type: none"> • Answers might consider the theological framework of the Catholic Reformation was established by Erasmus and other humanists, well before the Council of Trent. • Answers might consider the central role of new religious orders in creating an atmosphere of change, and of increasing support among ordinary people, which owed little to the papacy. This highlights the importance of Ignatius Loyola and others. 		

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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