



GCE

History A

Y308/01: The Catholic Reformation 1492-1610

A Level

Mark Scheme for June 2024

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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

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Y308/01

Mark Scheme

June 2024

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of Catherine de Medici's role in the Massacre of St Bartholomew, 1572. • In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A focuses on Catherine de Medici's plans to have Coligny assassinated, but also on the extent to which she was attempting to free the monarchy from both the Huguenots and the Catholic Guises. This implies that she was not driven by religious hatred but by purely political motives. • In evaluating Interpretation A candidates might argue that the interpretation correctly represents the attitude of Henri of Guise, and his desire to revenge the death of his father, Francois, in 1563, which he blamed on Coligny. • Candidates might argue that Catherine was determined to murder Coligny because she felt that he had usurped her influence over her son, the king, and because Coligny was attempting to force France into a war with Spain over the Netherlands, which Catherine thought would be catastrophic. • Candidates might agree that Catherine and her sons saw the Guise family as a threat, as evidenced by Henri III's murder of Henri of Guise 16 years later.	30	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> 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. • 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
			• Candidates might argue that the interpretation correctly refers to Catherine's plan to unite the kingdom by arranging the marriage of the Protestant leader, Henri of Navarre, third-in-line to the throne, to her own daughter, Marguerite de Valois. • Candidates might challenge the interpretation's assertion that Catherine's plan was a brilliant one, as the Huguenot leaders instantly blamed the King and the Duke of Guise for the attempted assassination. It was fear of what the angry Huguenots would do that led directly to the pre-emptive strike that was the Massacre of St Bartholomew's Day. • In locating the interpretations within the wider historical debate answers might suggest that Interpretation B argues that Catherine de Medici could not possibly be to blame for the assassination of Coligny, because it would have contradicted her basic aim – which was to end the wars of religion. • In evaluating Interpretation B candidates might argue that the interpretation correctly identifies Catherine's lasting intention to marry her son, Alencon, to Elizabeth of England, aiming to strengthen France against foreign threats such as Spain, and also improve the international prestige of her own family. • Candidates might agree with the interpretation's argument that Catherine's primary aim was to bring peace back to France, as was evident two years earlier, in the generous Peace of St Germain, which had allowed many rights to the Huguenots.		

Question			Answer	Mark	Guidance
			• Candidates may agree that the danger of a fresh war with Spain was not very great, given that Catherine had good relations with the Duke of Alba, and that Alba himself was far more concerned with William of Orange and the Dutch rebels than with the French. • Candidates might question the interpretation's assumption that Catherine could have known nothing about the attempted assassination, given that many people at the time accused her of having hatched the plot, including her own son, the Duke of Anjou, who played a key part in events of St Bartholomew.		

Question			Answer	Mark	Guidance
2*			‘The revival of the Catholic Church in the period from 1492 to 1610, owed little to the impact of Protestantism.’ How far do you agree? Answers might consider some of the following themes: the role of individuals, the role of new Orders, the actions of rulers, the role of Councils. In supporting the hypothesis answers might argue that humanism predated Protestantism. • Answers might argue that reformist initiatives in the Church, notably in the Fifth Lateran Council, predate Protestantism. • Answers might consider the role of key figures, e.g. Cisneros and Erasmus, as early advocates for reform. • Answers might argue that the leaders of the Catholic Reformation came from Italy and Spain, countries barely touched by Protestantism. • Answers might suggest that the rise of new orders and brotherhoods, like the Oratory of Divine Love, predated Protestantism. In challenging the hypothesis, answers might argue that some were uninterested in reform (e.g. Alexander VI, Julius II), and that the rise of Protestantism led to the election of reformers like Paul III and Paul IV. • Answers might argue that the revival of the Catholic Church was rooted in the Council of Trent, called in response to Protestantism.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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.

Y308/01

Mark Scheme

June 2024

Question			Answer	Mark	Guidance
			- Answers might argue that the rise of Protestantism inspired rulers like Charles V, Philip II, Henry II of France to encourage reform. Answers might consider that the explosion of new religious orders, like the Ursulines and the Theatines, and the reform of older orders, was a direct response to Protestantism.		

Question			Answer	Mark	Guidance
3*			‘The key institutions of the Catholic Church were radically changed by the Catholic Reformation.’ How far do you agree with this view of the period 1492 to 1610? Answers might consider some of the following themes: The Papacy, Inquisition, Curia, religious orders, the role of clergy and bishops In supporting the hypothesis, answers could consider the critical importance of the Papacy, and the way that the Consilium established a new approach with the Pope as an international spiritual leader rather than an Italian prince. • Answers could consider the wide range of major reforms that grew out of the Council of Trent. • Answers could consider important changes such as the Index of Forbidden Books. • Answers could consider the rise of new orders, and the reformation of older ones. • Answers could consider changes among the clergy e.g. education; increased powers of bishops. In challenging the hypothesis answers could consider that many of the Tridentine reforms were strongly resisted. • Answers could consider the continuing importance of secular rulers in Church affairs.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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
			• Answers could argue that the Inquisition was vital to the Catholic Reformation, and that it had been founded several centuries earlier. • Answers could suggest that the resurgence of the religious orders was something that had happened many times before. • Answers could suggest older traditions continued e.g Capuchins remained inspired by the teachings of Francis of Assisi		
4*			The contributions of reformers, such as Erasmus and Loyola, were more important in shaping the Catholic Reformation than the actions of the popes during the period from 1492 to 1610.' How far do you agree? Answers might consider some of the following themes: doctrine, spiritual life, spreading Catholicism and recovering areas for Catholicism, education, challenging Protestantism, institutional reform, conciliar developments In supporting the hypothesis, answers could consider the international fame and influence of Erasmus. • Answers could consider the relative lack of reforming activity by many popes, especially those early in the period, such as Clement VII. • Answers could consider the importance of the creation of the Jesuits by Ignatius of Loyola. • Answers could look at the rise & impact of mystical Catholicism in the late 15th century.	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • 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
			• Answers could consider that the Jesuit belief in a worldwide mission, was crucial to the spread of the reformed Church in Asia and America. In challenging the hypothesis, answers could consider the groundwork of reform laid by the Fifth Lateran Council, called by Julius II. • Answers could consider the work of Paul III in calling the Council of Trent in reforming and clarification of Catholic doctrine. • Answers could consider the work of Pius V, who brought out a new edition of the breviary, and a new Roman missal that finalised the order of Mass for the next 4 centuries. • Answers could consider the contribution of Sixtus V re. centralisation of the Church, a reformed Curia, appointment of papal nuncios. • Answers could consider Pius IV, who reconvened the Council of Trent, and guided its focus on to the key role of bishops.		

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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