



...day June 20XX – Morning/Afternoon

A Level History A

Unit Y308 The Catholic Reformation 1492–1610

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>A03: 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	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about Philip’s support for the Counter Reformation.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that Philip worked with the papacy and the Inquisition to eradicate heresy and promote the counter reformation, lending his authority to merciless persecution, and note that it is supported by the reference to eradicating ‘liberal spiritual persuasion’ and holding autos in 1559–1560 changed the whole climate of faith. • In evaluating Interpretation A, answers might argue that this is valid through the persecutions, the support of the index and repressive measures and Philip’s personal devotion and hostility to heresy. • In evaluating Interpretation A, answers might argue that Interpretation A is not necessarily true for the support of the counter reformation in terms of papal authority. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that despite his orthodoxy, Philip did not support the counter reformation as a whole because of the control of the Inquisition and the placing of royal authority before papal power and influence in Spain; the interpretation also argues that 	30	<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	Marks	Guidance
	<p>some aspects of enforcement was not consistent, especially with regard to Spanish scholars and may note that it mentions the Carranza Affair in support of actually weakening the Counter Reformation in support of this claim.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue B is valid through knowledge of Carranza and the failure of Philip to accept the untrammelled power of the papacy in Spain and his placing national before papal interests. • In evaluating Interpretation B, answers might argue that Interpretation B does nevertheless acknowledge Philip's desire to stamp out heresy, but not necessarily as part of a counter reformation, as he is said to have thought it too important to leave to the Pope. 		

Section B

Question	Answer	Marks	Guidance
2*	<p>How accurately does the term ‘Counter Reformation’ describe the developments in the Catholic Church in the period from 1492 to 1610?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might argue that it was simply a response to the Protestant Reformation as most reforms were after the start of the Protestant challenge. • Answers might consider that the emphasis on preaching and sermons was a response to Lutheran emphasis on these elements. • Answers might consider that the emphasis on education was to produce priests who could counter the Protestant challenge. • Answers might consider the importance of the confessional and consistory to achieve greater obedience and uniformity in response to Calvinism. • Answers might consider the reform to clerical abuses which the Protestants had identified. • In challenging the hypothesis in the question, it might be argued that the Catholic Church has already begun reform initiatives before the Protestant Reformation. • Answers might consider the legacy of 14th Century and 15th Century reform. • Answers might consider the legacy of the Conciliar movement which culminated in the Fifth Lateran Council. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, 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
	<ul style="list-style-type: none"> • Answers might consider the monastic observant reforms and new orders and lay groups that had started before Protestantism. • Answers might consider the influence of humanism and early reformers such as Erasmus. 		
3*	<p>To what extent was the Council of Trent the major factor in the revival of the Catholic Church in Europe in the period from 1492 to 1610?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that it reasserted papal authority and saw a recovery from the Renaissance Popes. • Answers might consider its impact on doctrine which biblical humanists and Protestant evangelicals had challenged. • Answers might consider its emphasis on the pastoral role of bishops and authority of the clergy which countered Protestant claims. • Answers might consider confessional, seminaries and a better educated clergy, which were all responses to Protestantism. • Answers might consider the drive to eliminate clerical abuses and suggest that until Trent little had been achieved. • In challenging the hypothesis in the question, it might be argued that Trent was not the major factor as some secular rulers would not implement the decrees. • Answers might consider whether the reforms were effective as they needed both time and money. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, 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
	<ul style="list-style-type: none"> • Answers might consider that some contentious issues were not resolved by Trent, such as the Breviary, Missal and Catechisms. • Answers might consider that Papal leadership was more important. • Answers might consider the importance of New Orders, particularly the Jesuits. 		
4*	<p>Assess the reasons for the varied impact of the Catholic Reformation in different parts of Europe in the period from 1492 to 1610.</p> <ul style="list-style-type: none"> • Answers might argue that the role of secular rulers was important as not all imposed the Tridentine decrees • Answers might consider the importance of rulers who converted to Protestantism and the states that remained Protestant throughout. • Answers might consider the impact where some states changed religion during the period, such as England under Henry/Edward/Mary/Elizabeth. • Answers might consider how some states removed their Catholic rulers and thus limited Catholic reform, e.g. Scotland. • Answers might consider the reasons for the recovery of land by the Catholic Church in Eastern Europe. • In challenging the importance of secular rulers, it might be argued that the founding of schools and universities had an impact. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, 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
	<ul style="list-style-type: none">• Answers might consider the impact of the Jesuits and other new orders in bringing about reform, as they were allowed into some states and not others.• Answers might consider the varied success of warfare in imposing Catholicism, such as the Armada or suppression of the Dutch Revolt.• Answers might consider the importance of individual bishops in bringing about reform, such as Borromeo.• Answers might consider the different priority given to religion by rulers, such as Philip II, and whether it came before secular interest.		

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.