

**GCE**

**History A**

**Unit : Y308/01 The Catholic Reformation 1492 - 1610**

Advanced GCE

**Mark Scheme for June 2017**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation for the causes of the St Bartholomew’s Day Massacre of 1572.</b></p> <p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that <b>Interpretation A</b> argues for a top-down interpretation of the St Bartholomew’s Day Massacre, particularly locating blame with Catherine de Medici.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that the interpretation rightly recognises the growing influence of Coligny and his associates at Court, and Catherine’s unease at this. Answers might note that this was particularly due to concerns about foreign policy – the danger of war with Spain over the Netherlands, and the risk that this policy would antagonise French Catholics.</li> <li>• Answers might argue that Interpretation A correctly identifies the failed plot to assassinate Coligny as the trigger for the events of the Massacre.</li> <li>• Answers might argue that Interpretation A fails to explain how the events spread throughout France without any central coordination or administration, thus ignoring the grassroots actions of frustrated</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

		<p>Catholics in turning a local coup into a national event.</p> <ul style="list-style-type: none"> <li>Answers might argue that interpretation A reflects a now outdated view of the Massacre, by placing blame almost entirely with Catherine, a view which is now questioned by most historians. In fact Catherine, while pious and keen to preserve royal authority, lacked the influence on her own to generate such a large-scale event and simply wanted to remove Coligny, not eradicate Protestantism through a massacre.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that <b>Interpretation B</b> argues for a grassroots/bottom up explanation for the Massacre, seeing it as somewhat separate from events at Court, and largely an expression of popular anti-Protestantism.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> <li>Answers might argue that the interpretation correctly recognises that the massacre was not just a matter of high politics, but reflected the frustrations and anger of many French Catholics, as evidenced by the ritual nature of many of the killings and the rapid spread of events.</li> <li>Answers might argue that interpretation B rightly situates the massacre into a longer term history of social disorder associated with the religious conflict</li> </ul>		
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		<p>that had developed France as well as social conditions.</p> <ul style="list-style-type: none"><li>• Answers might argue that interpretation B sees the conspiracy at Court as a separate event to the mass attacks on Protestants across the country, when in reality they were part of a single process.</li><li>• Answers might argue that interpretation B underplays the role of the King and Court in precipitating the massacre, as the King's ill-judged foreign policy decisions which had angered French Catholics created the conditions for such a massacre, and it is arguably unrealistic to suppose that the King and those involved in the assassinations did not suspect their actions might overspill into a wider process.</li></ul>		
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2*		<p><b>Mark Scheme Section B</b></p> <p><b>‘There was greater similarity than difference in the impact of the Catholic Reformation in different parts of Europe from 1462 to 1610.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question</b>, it might be argued that the policies and institutions of the Catholic Reformation were intended to promote uniformity, which led to a relatively similar impact across European Catholic countries.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of the Tridentine Decrees in imposing a uniform type of Catholic doctrine and practice that was intended to eliminate regional variations in belief and create a more cohesive Church.</li> <li>• <b>Answers might consider</b> the activities of the religious orders and their impact in spreading education and forms of worship across Europe.</li> <li>• <b>Answers might consider</b> the cultural and artistic manifestations of Catholic Reformation which could be seen in many European countries.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the relatively uniform responses to Protestantism and heresy that can be seen in Catholic countries during this period.</li> <li>• <b>Answers might consider</b> the tenacity of popular religion and vernacular practices which endured in almost all countries despite the attempts of the Church to eradicate them.</li> </ul> <p><b>In challenging the hypothesis in the question</b>, it might be argued that local context, both in terms of national leadership and popular culture, led to a varied adoption and interpretation of Catholic Reformation policies and practices.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the conflict and violence that occurred in some countries where Protestantism had taken hold, as compared to the peaceful implementation of policies in those where it had not, or existed to a much lesser extent.</li> <li>• <b>Answers might consider</b> the varied response of Catholic monarchs to Catholic Reformation policies, with some being very responsive, while others were less interested or sought to defend their kingdoms from greater papal authority.</li> <li>• <b>Answers might consider</b> the variety in popular religion and custom which existed across Europe, which meant that Catholic Reformation doctrine and policy was interpreted differently in different areas.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact that specific individuals such as Borromeo had in certain areas.</li> </ul>		
3*		<p><b>‘Popes were more significant than any other individuals in the leadership of the Catholic Reformation in the years from 1462 to 1610.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that the Catholic Reformation saw a major reassertion of papal authority and that the majority of change in doctrine and practice, as well as institutional change, was instigated by the papacy.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of Pope Paul III, particularly his decision to call the Council of Trent, his relations with European monarchs and the Roman Inquisition.</li> <li>• <b>Answers might consider</b> the importance of Paul IV particularly his zealous pursuit of heretics through the Inquisition and his refusal to compromise on</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul> <p>1.</p>

		<p>the Protestant question in Europe.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of Gregory XIII in his execution of the Tridentine Decrees and his work founding seminaries.</li> <li>• <b>Answers might consider</b> Sixtus V's strengthening of Rome and the Papacy and his administrative changes.</li> <li>• <b>Answers might consider</b> Clement VIII's spiritual leadership as well as his mediation in European counter-reformation politics.</li> </ul> <p><b>In challenging the hypothesis in the question</b>, it might be argued that other religious figures had a greater impact than popes in changing day to day religious practice and inspiring support for the revived Church.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of key thinkers such as Erasmus in laying the intellectual foundations for change.</li> <li>• <b>Answers might consider</b> the impact of local/regional figures such as Cisneros in Spain and Borromeo in Milan.</li> <li>• <b>Answers might consider</b> the importance of the founders and key members of religious orders such as Ignatius Loyola, founder of the Jesuits.</li> <li>• <b>Answers might consider</b> the importance of secular leaders such as Charles V or Philip II.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of spiritual leaders and religious mystics such as Teresa of Avila, John of the Cross and Vincent De Paul (many of whom also founded or reformed religious orders or organisations).</li> </ul>		
4*		<p><b>To what extent was the Inquisition the major factor in the strengthening of the Catholic Church in the years from 1462 to 1610?</b></p> <p><b>In supporting the hypothesis in the question</b>, it might be argued that a major priority of the Catholic Reformation was to combat Protestantism and impose uniformity, and that the Inquisition was a major tool for doing this.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the use of the Inquisition to combat Protestantism in contested areas like the Netherlands and to tackle cells of Protestants in otherwise Catholic areas, like Spain.</li> <li>• <b>Answers might consider</b> the role the Inquisition played, where it was active, in challenging popular, vernacular religious practices, folk rituals and superstitions which were no longer seen as acceptable.</li> <li>• <b>Answers might consider</b> the public role of the Inquisition in promoting the reformed religion, for example through the ritual of the auto da fe.</li> <li>• <b>Answers might consider</b> the importance of both the Roman and Spanish Inquisitions.</li> <li>• <b>Answers might consider</b> the Index as an extension</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul> <p>2.</p>

		<p>of the Inquisition's activities in censoring heretical or threatening literature.</p> <p><b>In challenging the hypothesis in the question</b>, it might be argued that the Inquisition concerned itself largely with combatting heresy, and in fact the ambition and impact of the Catholic Reformation was much wider than this.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the varied adoption of the Inquisition, which did not extend to all Catholic countries and its limitations in combatting heresy and promoting 'correct' doctrine and practice.</li><li>• <b>Answers might consider</b> the importance of the Council of Trent in reasserting Papal authority, clarifying and developing Catholic doctrine and practice, and reforming the institutions and organisation of the Church.</li><li>• <b>Answers might consider</b> the importance of religious orders such as the Jesuits.</li><li>• <b>Answers might consider</b> the importance of the papacy as an institution and/or the contribution of individual Popes.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 3. 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.
<b>Level 1</b> 4. 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.

	5. <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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 1–4	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

marks	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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