

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2018**

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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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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

Here is the mark scheme for this question paper.

### MARK SCHEME

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 reasons why Pope Paul III called the Council of Trent.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that Paul III was largely personally responsible for the calling of the Council due to his personal qualities and his perception of the threat to the Catholic Church.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that the interpretation is valid because previous popes showed little interest in convening a council whereas Paul III convened one.</li> <li>• Answers might argue that Interpretation A is valid because the business of the Council, dealing with doctrinal and institutional issues, bears out the political and religious aims argued for here.</li> <li>• Answers might argue that Interpretation A ignores reticence and concerns of Paul III at various points in the lead up to 1542.</li> <li>• Answers might argue that interpretation A ignores external pressures acting on Paul III to call a council.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues for longer-term roots of Paul's decision to call a council, and argues that the pressure</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>

Question	Answer/Indicative content	Mark	Guidance
	<p>brought to bear by Charles V was the most significant reason.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue that the interpretation is valid because Charles V did consistently push for a council of the Church and found a willing ally in Paul III.</li> <li>• Answers might argue that interpretation B is valid because it correctly acknowledges the influence of Charles V in defining the scope of the Council, whereas this is largely ignored in Interpretation A.</li> <li>• Answers might argue that interpretation B is invalid because it places too much emphasis on long-term contextual factors and too little on the short term developments around the time of the election of Paul III.</li> <li>• Answers might argue that interpretation B takes too little account of Paul III's personal motivations, qualities and leadership in calling a council and overemphasises the role of Charles V.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>'Monarchs were the main factor influencing the Catholic Reformation in different parts of Europe' How far do you agree with this view of the period 1492-1610?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that monarchs translated the policies and approaches of the Catholic Reformation in their local context, thus accounting for the varied nature of the Catholic Reformation in different European countries.</li> <li>• <b>Answers might consider</b> the differing nature of the Catholic Reformation according to the confession of the ruler in question.</li> <li>• Answers might consider the actions of Philip II in Spain in establishing a programme for reform of the Spanish Church which was resolutely independent of the papacy, although adopted many of the Tridentine Decrees.</li> <li>• Answers might consider the nature of reform in the English Church which varied significantly according to the monarch ruling.</li> <li>• Answers might consider the more uniform nature of the Catholic Reformation in areas of Italy free of direct monarchical control.</li> <li>• Answers might consider the impact of personal relationships between individual monarchs and the papacy on the nature of reform.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that monarchs were simply responding to local and external factors which were the root causes of the differing nature of reform by</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>

Question	Answer/Indicative content	Mark	Guidance
	<p>geography.</p> <ul style="list-style-type: none"> <li>• Answers might consider the varied nature of reform to be a response to the variety in popular religion and custom which existed across Europe.</li> <li>• Answers might consider the impact that specific individuals such as Borrromeo had in certain areas.</li> <li>• Answers might consider the influence of schools and universities on the nature of reform.</li> <li>• Answers might consider the way in which the varied adoption of Protestantism in different areas shaped the reform agenda.</li> <li>• Answers might consider the role that local religious orders played in defining the nature of reform.</li> <li>• Answers might consider the impact that warfare (both civil and geopolitical) had on shaping the nature of the Catholic Reformation in different areas.</li> </ul>		
3	<p><b>“Erasmus made a greater contribution to the development of the Catholic Reformation in the years 1492-1610 than any other individual.” How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that Erasmus was a crucial early reformer who laid the intellectual groundwork for the repudiation of Protestantism and the reform of the Catholic Church.</li> <li>• Answers might consider the importance of Erasmian Christian Humanism on shaping the thinking of a range of Catholic reformers.</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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider Erasmus’ decision to renounce Luther and support the Catholic Church.</li> <li>• Answers might consider Erasmus’ criticism of monasticism and its influence on reform of the religious orders.</li> <li>• Answers might consider Erasmus’ philology and its influence on the production of a Greek New Testament.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that Erasmus and the humanists had limited direct impact on the nature of the Catholic Reformation and declined in influence once confessional lines hardened.</li> <li>• Answers might consider the importance of individual popes, such as Paul III, Paul IV, Pius IV, Pius V, Gregory XIII, Sixtus V, or Clement VIII.</li> <li>• Answers might consider the impact of local/regional figures such as Cisneros in Spain and Borromeo in Milan.</li> <li>• Answers might consider the importance of the founders and key members of religious orders such as Ignatius Loyola, founder of the Jesuits.</li> <li>• Answers might consider the importance of secular leaders such as Charles V or Philip II.</li> <li>• Answers might consider 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>		



Question	Answer/Indicative content	Mark	Guidance
4	<p><b>How far do you agree with the view that the Catholic Reformation saw limited change to the institutions and organisation of the Church in the years 1492-1610?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the fundamental structure and organisation of the Church remained the same during this period, and that only limited reform was undertaken to existing institutions.</li> <li>• Answers might consider the conservative attitude of the papacy to papal reform throughout this period and the preservation of papal authority.</li> <li>• Answers might consider the ongoing influence of the religious orders.</li> <li>• Answers might consider that the use of church councils to debate and agree doctrinal and institutional issues was not novel.</li> <li>• Answers might consider that the Inquisition pre-dated the Catholic Reformation.</li> <li>• Answers might consider the Church's conservative response to the Protestant challenge on issues of the clergy and bishops.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that there was substantial reform and revitalisation of the institutions of the Church during this period.</li> <li>• Answers might consider the impact of the Council of Trent.</li> <li>• Answers might consider the new religious orders, such as the Jesuits, and the ways in which these differed from the traditional religious orders.</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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• Answers might consider reforms undertaken within the traditional religious orders.</li><li>• Answers might consider the importance of seminaries in improving the quality of the clergy.</li><li>• Answers might consider papal reform, particularly from Paul III onward.</li><li>• Answers might consider local examples of change, for example in Milan under Borromeo.</li><li>• Answers might consider the expanded and refocused work of the Inquisition and the Index in combatting Protestantism/heresy and imposing conformity of doctrine and practice on the laity.</li></ul>		

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> 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> 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>
	<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 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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