



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for June 2019**

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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
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

2. Here is the mark scheme for this question paper.

### 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 impact of 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 the success of the Council of Trent was hindered by the power struggles between different centres of power, and that it was these divisions as much as any expressions of unity that characterized the Church after the Council .</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that Interpretation A is valid because Philip II argued with the Pope and the religious orders over the implementation of the Tridentine decrees.</li> <li>• Answers might argue that Interpretation A is valid because Ferdinand resisted the implementation of the Tridentine decrees and they were only partially implemented in France because of the Wars of Religion.</li> <li>• Answers might argue that Interpretation A is valid because the influence and status of the papacy continued to be a politicised issue and a source of conflict.</li> <li>• Answers might argue that Interpretation A is invalid because many of the Tridentine decrees were</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>implemented in parts of Europe, and change did result.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Interpretation A is invalid because it focuses mainly on powerful individuals and institutions rather than the impact of reform on individual Catholics.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues for a very positive view of the outcomes of the Council of Trent, believing that it was successful in fundamentally changing the Church, particularly the spirituality of ordinary Catholics.</li> <li>• In evaluating Interpretation B, answers might argue that interpretation B is valid because a focus on lay spirituality was an outcome of Trent.</li> <li>• Answers might argue that Interpretation B is valid because the Church did successfully counter-attack against Protestantism in areas such as Poland after the Council.</li> <li>• Answers might argue that Interpretation B is valid because the Church did patronise new visual, architectural and musical art forms after Trent to encourage spirituality.</li> <li>• Answers might argue that Interpretation B is invalid because a major focus of the Tridentine Decrees focused on the structure and organisation of the Church (e.g. training and responsibilities of priests and bishops).</li> <li>• Answers might argue that Interpretation B is invalid because rather than lead to a more scholarly and confident Church, it could be argued that Trent led to a narrow, less inclusive form of Catholicism e.g.</li> </ul>		
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		largely excluding Christian humanism.		
2		<p><b>“The Society of Jesus was more significant than any other religious order in the development of the Catholic Reformation in the years 1492-1610.” How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that the Society of Jesus (Jesuits) were more important, it might be argued that</b> the Jesuits were a new order which embodied the aims and beliefs of the Catholic Reformation and played a key role in the spread of these ideas.</li> <li>• <b>Answers might consider</b> the importance of Ignatius Loyola.</li> <li>• Answers might consider the relationship between the Jesuits and the Papacy.</li> <li>• Answers might consider the evangelism of the Jesuits and their commitment to carrying this out in extreme conditions as ‘God’s soldiers’.</li> <li>• Answers might consider the Jesuits’ determination to resist the spread of Protestantism in Europe.</li> <li>• Answers might consider the importance of the Jesuits in encouraging Church reform.</li> <li>• Answers might consider the role of the Jesuits in education of both clergy and laity.</li> <li>• Answers might consider the role of the Jesuits in</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>encouraging lay spirituality.</p> <ul style="list-style-type: none"> <li>• Answers might consider the importance of the Jesuits in carrying Catholicism and the Catholic Reformation to the New World and Asia.</li> <li>• <b>In challenging the hypothesis in the question and arguing that other religious orders were more significant</b>, it might be argued that there were many religious orders that influenced the Catholic Reformation, including large traditional ones that had significant power and reach.</li> <li>• <b>Answers might consider</b> the importance of traditional orders in influencing religious reform and evangelism, for example, the Dominicans.</li> <li>• Answers might consider the discalced Carmelites and the impact of Teresa of Avila.</li> <li>• Answers might consider the importance of the Capuchins, who emerged from the Franciscans.</li> <li>• Answers might consider the foundation and development of the Ursulines.</li> <li>• Answers might consider the foundation and impact of the Theatines.</li> <li>• Answers might consider resistance to reform from traditional religious orders as having a negative impact on the development of the Catholic Reformation.</li> </ul>		
3		<p><b>How far did the individuals who led the Catholic Reformation in the years 1492-1610 share the same aims?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that they did share the same aims</b>, it might be argued that the</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</li> </ul>

		<p>individuals who led the Catholic Reformation all shared a desire to strengthen the Catholic Church through reform and renewal, and to combat the threat of Protestantism.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the acknowledgement of all the leaders of the Catholic Reformation of failings within the Church and the need for reform.</li> <li>• Answers might consider the desire to improve the condition of the clergy.</li> <li>• Answers might consider concerns about lay spirituality, and the desire to improve this.</li> <li>• Answers might consider the desire to achieve more uniformity of doctrine and practice.</li> <li>• Answers might consider the threat of Protestantism and the desire to contain its spread.</li> <li>• Answers might consider the desire to reform popular culture.</li> <li>• Answers might consider the desire to see the inhabitants of the newly 'discovered' regions of the New World and Asia Christianised.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that there was considerable variation in the aims and priorities of Popes, Monarchs, intellectual and spiritual leaders of the Catholic Reformation.</li> <li>• <b>Answers might consider</b> that monarchs like Philip II were motivated by considerations of their personal power and authority over the Church.</li> <li>• Answers might consider that attitudes towards Lutheranism varied chronologically and depending on geographical location.</li> <li>• Answers might consider divisions within the</li> </ul>	<p>analysis and evaluation, in line with descriptions in the levels mark scheme.</p>
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		<p>religious orders over aims, for example the split of the Capuchins from the Franciscans, conflict within the Carmelites and rivalry between the Jesuits and Dominicans.</p> <ul style="list-style-type: none"> <li>• Answers might consider variation in aims between those who were more concerned with reform of the organisation and structures of the Church and others who were more concerned with lay spirituality.</li> <li>• Answers might consider that the confraternities like the Oratory of Divine Love or the followers of St Vincent De Paul were concerned with prioritising good works.</li> <li>• Answers might consider the varied aims and priorities of different Popes.</li> <li>• Answers might consider geographical variations in aims, for example between France which was embroiled in the wars of religion, versus Spain which experienced little heresy.</li> </ul>		
4		<p><b>“The Catholic Reformation had a greater impact on the institutions and organisation of the Church than it did on the spiritual condition of the laity throughout the period 1492-1610.” 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 the Catholic Reformation struggled to have the same impact on lay spirituality and popular culture that it had on Church institutions.</li> <li>• <b>Answers might consider</b> the importance of the Tridentine Decrees in stipulating a long list of reforms to Church institutions.</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>• Answers might consider the reforms that were made to the education and work of the clergy.</li><li>• Answers might consider doctrinal reforms and new religious texts.</li><li>• Answers might consider structural reorganisations, for example the reform of bishoprics in Spain and the Spanish Empire.</li><li>• Answers might consider the development of the Inquisition as an institution of the Church.</li><li>• Answers might consider the expansion of the institutions of the Church to the New World and Asia.</li><li>• Answers might consider the changing nature of the Papacy and Papal authority during this period.</li><li>• <b>In challenging the hypothesis in the question</b>, it might be argued that the Catholic Reformation did have an impact on the spiritual condition of the laity in many areas, and that the impact on Church institutions and organisation was not always substantial.</li><li>• Answers might consider the Inquisition as an instrument of reform of lay spirituality and popular culture.</li><li>• Answers might consider the Index and Church control of ideas and texts.</li><li>• Answers might consider the focus on lay spirituality and devotional activities such as the 40 hours devotion.</li><li>• Answers might consider the renewed focus on the responsible of priests to reform the religious knowledge, spirituality and cultural practices of their flock.</li></ul>	
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			<ul style="list-style-type: none"><li>• Answers might consider the importance of confraternities like the Oratory of Divine Love or the Daughters of Charity in reforming the piety and culture of the elite and 'middling sort'.</li><li>• Answers might consider attacks on popular culture such as carnival and the attempt to replace these with religiously orientated activities.</li></ul>		
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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>
	<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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