

GCE

History A

Y308/01: The Catholic Reformation 1492-1610

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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. 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 is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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
	Simple comment
	Unclear
	View
	Synthesis
	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 the nature and extent of Philip II's support for the Spanish Inquisition. In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A focuses on Philip II's determination to assert his control over the Spanish Inquisition, and to use it to ensure his power over the Spanish Church and to control the behaviour of the laity. In evaluating Interpretation A candidates might argue that the interpretation correctly refers to the issuing of the Spanish Index of forbidden books, which banned 670 works – more than elsewhere. • Candidates might argue that the interpretation correctly mentions Philip II's attendance at several autos, after his return to Spain. • Candidates might agree that Espinosa worked well for Philip II, who is said to have remarked that he had lost his best minister after the Inquisitor died in 1572. • Candidates might agree that the original purpose of the Spanish Inquisition was to hunt down 'conversos'. • Candidates might agree that the Inquisition in the later years of Philip II spent much of its time investigating moral lapses, such as swearing and failure to get married.	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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• Candidates might question the interpretation on the grounds that the Inquisition's primary focus during Philip's reign was the Moriscos. • Candidates might question the interpretation on the grounds that the prohibition of Spaniards from studying abroad was never total. In locating the interpretations within the wider historical debate, answers might suggest that Interpretation B focuses on the way that Philip II was submissive to the demands of the Inquisition throughout his reign, and that he was willing to give it a freedom that he allowed no other organisation in his realm. In evaluating Interpretation B Candidates might argue that the interpretation correctly refers to the Carranza affair, which continued over many years, saw Carranza taken to Rome for trial in 1567, and even Philip II himself and his own family questioned. • Candidates might agree that much of the work of the Spanish Inquisition was done in secrecy, with people not knowing what they were charged with or who by. • Candidates might argue that the interpretation correctly refers to the events of the Revolt of Aragon in 1592, which was partly caused by the interference of the Spanish Inquisition. • Candidates might refer to the 'Black Legend' which was spread through Protestant Europe at this time and which described Philip II as being wholly subordinate to the Inquisition. • Candidates might disagree that Philip deferred meekly to the Inquisition as he himself		

Question			Answer	Mark	Guidance
			possessed many books that were on the Index of Forbidden books. • Candidates might argue that as Philip frequently argued with popes, it was unlikely that he would defer to the Inquisition.		

Question		Answer	Mark	Guidance
2*		‘The Catholic Reformation was a reaction to humanism and Protestantism.’ How far do you agree with this view of the period from 1492 to 1610? Answers might consider some of the following themes: The nature of the Catholic Reformation – condition of the Catholic Church in the 1490s; reaction to humanism and Protestantism; early attempts at reform; methods of reform and revival; regional variations and the response of laity, clergy and monarchs. In support of the hypothesis in the question candidates may consider that the Lateran Council of 1512-17 was at least in part a response to humanism and the work of Erasmus. • Candidates may point out that the Council of Trent, which was at the heart of the Catholic Reformation, was directly set up as a response to the spread of Protestantism in Germany and Northern Europe. • Candidates may refer to the extensive work of the Jesuits to combat Protestantism in Poland, Germany and England in the second half of the 16th century. • Candidates may refer to the creation of the Index of Forbidden Books, which was specifically set up in response to the spread of Protestantism and to the spread of printing,	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
			which was a major weapon of the early Protestants. - Candidates may refer to the determination of the Popes to resist Protestant rulers, for example Clement VIII's insistence that Henri IV of France must become Catholic. In challenging the hypothesis in the question candidates may argue that a major theme of the Catholic Reformation was the increase in the religious power of the Pope, and this was not directly linked to the reaction against humanism and Protestantism. - Candidates may suggest that the Inquisition was set up long before the rise of humanism and Protestantism, to deal with the conversos in Spain and the Cathars in France. - Candidates may suggest that the Jesuits were not set up specifically to combat Protestantism, and much of their most important work was done outside Europe. - Candidates may say that new orders, such as Angela Merici's foundation of the Ursulines - the first teaching order for women, or the Catholic lay brotherhoods, were unconnected to humanism or Protestantism. - Candidates may suggest that many of the reforms of the Council of Trent were designed to improve practice and understanding in the Catholic church, for example in Spain and Italy, where Protestantism had made little progress.		

Question		Answer	Mark	Guidance
3*		‘The most significant institutional reforms during the Catholic Reformation were those established at the Lateran Council (1512-17).’ How far do you agree with this view of the period from 1492 to 1610? Answers might consider some of the following themes: Institutional reforms – the role of the papacy; Inquisition; Councils (Lateran and Trent, the decisions made and their impact); the Society of Jesus; new and traditional orders including the Capuchins, the Oratory of Divine Love, the Ursulines and Theatines. In support of the hypothesis in the question candidates might agree that the spiritual supremacy of the papacy was asserted at the Lateran Council and that principle was fundamental to the Catholic Reformation. • Candidates might point out that the Council passed a decree that bishoprics and abbacies should only be conferred upon worthy people and according to the rules of the church. • Candidates might discuss the strengthening of the power of bishops, which was to be developed further later in the Catholic Reformation. • Candidates might refer to the 1516 Concordat with France, which confirmed the spiritual supremacy of the Holy See and foreshadowed the way the Reformation papacy would work with Catholic monarchs.	25	How far do you agree? 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
			- Candidates might consider the Lateran Council as the effective end of conciliarism. In challenging the hypothesis in the question candidates might argue that the institutional reforms established at the Council of Trent were more important. - Candidates might argue the Council of Trent clarified Catholic doctrine at the highest institutional level. - Candidates might argue the Council of Trent had a major impact on future papal and episcopal practices. - Candidates might argue the Council of Trent emphasised the importance of preaching and the central role of seminary-educated priests in the interpretation and communication of the Bible. - Candidates might consider the role in promoting institutional reforms of new orders, such as the Capuchins, the Oratory of Divine Love, the Ursulines and Theatines. - Candidates might consider the role of the Jesuits and the Inquisition in promoting and safeguarding the Catholic Reformation		
4*			‘The attitudes of the laity were the greatest obstacle to the reform of the Catholic Church.’ How far do you agree with this view of the period from 1492 to 1610? Answers might consider some of the following themes: secular opposition and other obstacles to	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

Question			Answer	Mark	Guidance
			reform; the spiritual condition of the laity; clerical attitudes, action and inaction. In support of the hypothesis in the question candidates might agree that Catholic rulers, like Francis I of France and Henry VIII of England resisted all attempts at reform and insisted on their own control of the Catholic Church. • Candidates might refer to the way that many rulers chose Protestantism rather than to support the reform of Catholicism, for example Philip of Hesse, Albrecht of Hohenzollern, Elizabeth I, Christian III of Denmark, Gustav of Sweden. • Candidates might point out that most lay people simply followed the religious rules set out for them by their lay rulers, as for example in Germany and England. • Candidates may refer to the way that many ordinary people did not follow the rules of the church, for example there were many unconsecrated marriages in Spain and Italy. • Candidates might refer to wars between Catholic powers – for example France and the Holy Roman Empire – which helped prevent church reform. In challenging the hypothesis in the question candidates might point out that for many years the corruption of the hierarchy of the Catholic Church, including popes such as Alexander VI and Clement VII,		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
			and bishops who only received their position because of their family connections, was a major block on reform. • Candidates might focus on internal splits in the Church which held back reform, for example between the Capuchins and the Franciscans, or the division between those who believed in conciliar control and those who supported papal government of the Church. • Candidates might consider the nationalism of many churchmen, for example the Spanish and French priests who, in different ways, resisted the actions of the pope. • Candidates may consider the actions of priests, especially in the more remote areas, who did nothing to improve the condition of the church and often ignored its rules, for example the high proportion of clergy in parts of Spain that were illegally married. • Candidates might consider evidence of an institutional tendency towards reaction rather than reform such as in the creation of the Index and in certain activities of the Inquisition.		

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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