



General Certificate of Education

AS History 1041

Unit 1: HIS1C

The Reformation in Europe, c1500–1564

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

Specimen Mark Scheme for examinations in June 2010 onwards

GCE AS History Unit 1: Change and Consolidation

HIS1C: The Reformation in Europe, c1500–1564

Question 1

01 Explain why Luther attacked the sale of indulgences in 1517. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Candidates will need to be able to link Luther's own intellectual development with the wider political and religious context. Luther's hostility towards indulgences had hardened from about 1513 as he developed his solifidian ideas. In particular, their issue had no scriptural basis.

However, the formulation of the 95 Theses was sparked off by the aggressive peddling of indulgences by the Dominican Johannes Tetzel at Jüterbog, not far from Wittenberg but outside the jurisdiction of Electoral Saxony. Concern, therefore, for the mortal souls of innocent dupes was thus a catalyst for Luther's protest.

On the other hand, Luther's initial objections were as much the product of the scale of sale and the style of salesmanship as it was a product of a considered theological analysis. The scale of the operation was a consequence of the indebtedness of both Pope Leo X, on account not only of his extravagant lifestyle but also the spiralling cost of rebuilding St. Peters, and the

Archbishop of Mainz, in huge debt to the Fuggers because of the amount he had borrowed to secure the simoniacal acquisition of the archbishopric. Tetzel's sales pitch had included the claim of plenary remission of sins as heinous as raping the Virgin Mary.

Question 1

- 02** How far was the success of the Lutheran movement in Germany due to the reformers' use of the printing press in the years 1517 to 1555? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Printing had a fundamental role in the success of the Lutheran movement:

- this can be traced back to November 1517 when Luther's 95 Theses were translated and printed in numerous editions, suggesting the existence of an avid and informed readership

- the 1520 pamphlets sold in large numbers and were pivotal in disseminating Luther's theological ideas and their relationship to the contemporary political context
- Luther and his colleagues continued to publish widely, his translation of the Bible proved very influential and the Lutheran message was spread visually in huge numbers of woodcuts, which meant that the message could be assimilated by the illiterate as well as the literate
- in contrast, the Catholic Church responded rather slowly at first to the Lutheran challenge; in the short-term, at any rate, its exploitation of the potential offered by the new technology left much to be desired.

Other factors:

The importance of printing should be placed in the context of a range of other factors, including:

- the political impetus created by the support for Luther of many German princes
- the problems faced by Charles V which prevented his prioritising the destruction of the Lutheran threat before 1546 and also prevented him from achieving a triumph even though he had been militarily successful
- the appeal of Luther's ideas
- the social impact of Luther's teaching (at least until 1525)
- the impact of preaching
- the contribution of other reformers, such as Melanchthon.

Question 2**03** Explain why the Anabaptists were suppressed in Münster in 1535.*(12 marks)**Target: AO1(a), AO1(b)***Generic Mark Scheme**

Nothing written worthy of credit.

0

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Candidates might include some of the following factors:

- all authority, both secular and religious, appeared to be challenged by the rule of the 'Saints' in Münster; and this encouraged the traditional authorities to take violent action
- traditional morality was challenged with the introduction of polygamy and was regarded with particular repugnance by socially conservative rulers, both Lutheran and Catholic
- property rights were challenged with the introduction of a form of communism which was a direct challenge to the basis on which traditional rulership was conducted
- all existing political authority was rejected. This was a threat which could not be ignored by both the Catholic Bishop and the Lutheran Philip of Hesse.

The Anabaptists rejected Bibliocentrism and stressed instead direct divine inspiration, which tended conveniently to reinforce the above points. The result was a dramatic and apocalyptic movement which frightened Catholics and Lutherans alike. This even led the Landgrave of Hesse, the political leader of the Lutheran movement, and the Bishop of Münster to set aside their differences in order to join forces to suppress the 'Saints'.

Question 2

- 04** How far was the success of the Genevan Reformation to 1564 a result of Calvin's actions against his opponents? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Calvin, once he had recovered from early setbacks, made short work of religious opponents, such as Castellio, Bolsec and Servetus. His triumph over Perrin and the Libertines demonstrated the extent of his political as well as his theological control over Geneva. The discipline thus engendered made Geneva an even more successful centre of reform, becoming in effect the hub of a huge missionary movement.

Other factors help to explain the success of reform in Geneva, including:

- the importance of Calvin's writing and preaching should not be underestimated
- church organisation was important in holstering reform in Geneva

- Calvin's authority was bolstered by such institutions as the Consistory and the Grabeau
- the assistance of the Genevan Council, once it had been purged of Calvin's opponents, was critical
- the Genevan Academy became an important institution for the training of Calvinist clergy, though, as it was only founded in 1559, its impact by 1564 was necessarily limited.

Question 3

- 05** Explain why many new orders developed within the Catholic Church in the early sixteenth century (before 1540). (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
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- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

The process of Catholic renewal was exemplified by the creation and activity of new orders within the Church, mostly in central and northern Italy. A number of factors help to explain their emergence:

- there was clearly a 'rising spirituality' particularly amongst a number of committed churchmen such as Gaetano di Thiene
- there was an increasing perception that traditional monasticism was no longer able to provide the spiritual impetus and evangelising which the Church needed
- there was a willingness on the part of wealthy patrons to support the orders' spiritual aims

- there is clear evidence that the foundation of some orders was a response to the social misery which characterised parts of Italy in the 1520s.

Question 3

- 06** How important was the Papacy in reforming the Catholic Church in the years 1534 to 1564? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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Indicative content

The impact of the papacy during this period was, at best, variable. Paul III, despite his evident corruption and shortcomings, set up in 1536 the commission which produced the reform proposals contained in the *Consilium...de Emendanda Ecclesia*. Despite papal sponsorship, the *Consilium* achieved only a small proportion of its objectives, which might reinforce a critical stance concerning Paul III as a proponent of reform. On the other hand, he did set up the Council of Trent, though it achieved little during his pontificate. His successor, Julius III, had little interest in reform, though he did keep the Council in session. Paul IV, though genuinely

interested in reform, almost destroyed the reforming impetus on account of his divisiveness, antagonising both ecclesiastical colleagues such as Cardinal Morone and key Catholic monarchs such as Charles V, Philip II and Ferdinand. Pius IV managed to assuage Paul IV's bitter legacy and, most importantly, set the Council of Trent back in motion and drove it to a successful conclusion.

Other factors assisted the process of reform:

- the effects of the New Orders
- the early work of the Jesuits
- the eventual assertiveness of the Council of Trent
- reforming bishops.