



**General Certificate of Education
June 2010**

AS History 1041

HIS1C

Unit 1C

The Reformation in Europe, c1500–1564

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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

June 2010

GCE AS History Unit 1: Change and Consolidation

HIS1C: The Reformation in Europe, c1500–1564

Question 1

01 Explain why Luther was excommunicated by the Catholic Church in 1520. (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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The issue in June 1520 of the papal bull excommunicating Luther was the culmination of a process during which the papacy, after initial complacency, became much more confrontational towards Luther:

- Pope Leo X reacted against the anti-papalism which Luther adopted from 1518. Luther had become increasingly strident in his views and, in effect, provoked the pope into an intemperate reaction

- Luther himself had been forced into an explicitly heretical position during his Leipzig debate with Eck in July 1519, adopting many of the positions which had led to the burning as a heretic of Hus a century earlier. This made Luther potentially much more vulnerable to a papal counter-attack
- the Pope himself was being urged by Eck to adopt a punitive attitude against Luther
- the need for strong action against Luther was reinforced by papal fears about the increasing levels of popular support which Luther enjoyed.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example, Eck was instrumental both in forcing Luther into an heretical position and in urging the pope to take action.

Question 1

- 02** How important was the papacy in changing the Catholic Church in the years 1534 to 1564? (24 marks)

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

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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In 'how important' questions, candidates should be able to make a judgement by balancing points supporting importance against others which do not and the answer could be based exclusively on the focus of the question.

The impact of the papacy during this period did vary. 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 suggest that Paul III achieved less than he would have liked in changing the Church. On the other hand, he did set up the Council of Trent, though it achieved little during his pontificate. His successor, Julius III, did little to change the Church, though he did keep the Council of Trent in session. Marcellus II might have proved a reformer, had he lived. Paul IV was similarly committed to reform, but his divisive character and controversial policies almost destroyed reform. His vendetta against Cardinal Morone and the enmity towards him of the Habsburg rulers significantly weakened the movement for reform. There was a significant reversal of policy with the succession of Pius IV who revived the Council of Trent.

Factors suggesting that the papacy was important in changing the character of the Catholic Church might include:

- the setting up of the *Consilium*
- the setting up of the Council of Trent
- the backing of the Jesuits and new orders.

Factors suggesting that other factors were as important as the papacy in changing the character of the Catholic Church might include:

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

Good answers are likely to show an awareness that the importance of the papacy varied enormously across the period.

Question 2

03 Explain why German peasants revolted in the years 1524 to 1525. (12 marks)

Target: AO1(a), AO1(b)

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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why so many peasants across many parts of Germany. Candidates might include some of the following factors:

- a substantial number of peasants were incensed at suffering from increased rents and/or attempts to increase the burden of labour services
- the weakening of authority brought about by the Lutheran Reformation encouraged radicals such as Thomas Müntzer to encourage the peasants to challenge political authority
- many peasants considered that they were doing God's work in seeking to resolve their socio-economic problems. In some parts of Germany attacks on monasteries and their property were a common feature
- peasant insurrection seems to have been most marked in areas where the consolidation of princely territories was most marked and therefore should be linked to fears of increasing princely power
- there was some limited early Anabaptist involvement in the rebellion.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example, several of the reasons embrace religious motives in the challenging of authority.

Question 2

- 04** How important were the German princes to the success of the Lutheran Reformation in the years 1531 to 1555? *(24 marks)*

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

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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In 'how important' questions, candidates should be able to make a judgement by balancing points supporting importance against others which do not and the answer could be exclusively based on the focus of the question.

1531 marked the formation of the League of Schmalkalden, put together mainly at the initiative of Philip of Hesse. It greatly enhanced the Lutheran cause when Charles V was otherwise engaged in the 1530s. By 1542 most of the princely territories in northern Germany were in the hands of Lutheran rulers. The League could not sustain its success and the War of the League of Schmalkalden in 1546-1547 was at least in part sparked off by divisions amongst the Lutheran princes, some of whom turned against the League and allied with the Catholic Emperor. Charles V's subsequent victory in the War of the League of Schmalkalden looked likely to destroy Lutheranism. One of the political factors which saved the Lutheran cause was the switching of sides of Philip's son-in-law Maurice, Duke of Saxony who, through the establishment of the second League of Torgau, was able to do much to ensure that Charles's military triumph could not be politically sustained.

Factors suggesting that the princes' contribution was important might include:

- the political success of the League of Schmalkalden (backed by Luther who had modified his views on challenging legitimate authority)
- the success of the second League of Torgau in challenging Charles V
- Lutheran rulers challenged the Catholic Church's authority by secularising church lands and by establishing Lutheran church structures.

Factors suggesting that there other features which were more important than the princes' contribution might include:

- level of popular support due to factors such as Luther's charismatic leadership, the quality of preaching, the impact of printing
- it also ignores why the Lutheran message should have proved so attractive to so many in towns and cities across much of Germany. This was important especially as it was in the towns (especially Magdeburg) where the opposition to the Augsburg Interim originated
- the divisions within and the shortcomings of the Catholic response to the Lutheran challenge might be emphasised.

Question 3

- 05** Explain why Calvin was able to overcome his enemies in Geneva in the years 1553 to 1555. (12 marks)

Target: AO1(a), AO1(b)

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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

For a substantial period Calvin's position in Geneva remained somewhat tenuous, given the extent to which he had made enemies in high places. It was his inter-related triumphs over Servetus and the Libertines which helped him politically to secure his position.

Answers should include a range of reasons as to why Calvin was able to defeat his enemies. Candidates might include some of the following factors:

- Calvin's reaction to the challenge posed by the anti-Trinitarian Servetus gained him widespread popular and elite support and enabled him to present himself as the defender of orthodox Christian doctrine
- the support over Servetus from other Swiss cities meant that he could present himself as being in the mainstream of the reform movement rather than as a radical outsider
- Calvin was able to exploit his increased influence to ensure the defeat of the Libertines in their conflict over the jurisdiction of the Consistory
- Calvin enjoyed increased support, which was bolstered by French immigrants. As a result his supporters triumphed in the Council elections in February 1555

- the Libertines' attempt to launch in May 1555 what was in effect a coup d'état failed.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example, his ability to pose as a defender of theological orthodoxy assisted his level of popular support.

Question 3

06 How successful was Calvinism in establishing itself in Europe by 1564? (24 marks)

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

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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

In 'how successful' questions, candidates should be able to make a judgement by balancing points which support the notion of success against others which do not. The nature of the question is such that candidates can choose to concentrate solely on Genevan evidence. However, they may choose to range more widely if they wish.

Factors which suggested that by 1564 Calvinism was successful in establishing itself might include:

- Calvin was triumphant in Geneva
- the *Consensus Tigurinus* of 1549, published in 1551, had emphasised levels of concord between Calvin and other Swiss reformers, most notably Heinrich Bullinger in Zurich
- Calvin's ideas were beginning to influence religious reformers in many other areas, for example with some measure of official approval in Scotland and England and without such approval in parts of France and the Netherlands.

Factors which suggested that by 1564 Calvinism was not successful in establishing itself might include:

- according to the terms of the Peace of Augsburg Calvinism could not legally be practised within the Holy Roman Empire.
- it was by no means certain in 1564 that the growth of Calvinism would continue
- it was evident that the authorities (or many of them) in France and the Netherlands in particular saw Calvinism as a threat which therefore needed to be suppressed.