



**General Certificate of Education  
June 2012**

**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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)**

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**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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

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**June 2012**

**GCE AS History Unit 1: Change and Consolidation**

**HIS1C: The Reformation in Europe, c1500-1564**

**Question 1**

**01** Explain why the Peasants' War broke out in 1524. (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 students 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 the Peasants' War broke out.

Students might include some of the following factors:

- in many (though not all) parts of Germany there had been widespread peasant unrest over many years
- social unrest had been exacerbated by the problems created by bad harvests, increased taxation and the problems created by increasing population

- landlords had managed to resist peasant freedoms, especially in south and west Germany, thereby increasing levels of discontent
- there was much discontent directed against the Church as a landowner
- to these social grievances were added religious discontent, partly inspired by Luther's resistance to the Church's authority and partly because of the influence of more radical reformers, such as Thomas Müntzer.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link religious and social grievances.

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**Question 1****02** How important was printing to the success of Lutheranism? (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**

**Note: This content is not prescriptive and students 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.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the importance of printing to the success of Lutheranism might include:

- the immediate impact of the publication of the Ninety-Five Theses
- the impact of the three treatises of 1520
- the influence of Luther's German version of the New and Old Testaments
- the influence of printed versions of some of the key writings of Melanchthon, e.g. the *Loci Communes* and the Augsburg Confession
- the inability in the short term of Luther's Catholic opponents to exploit the medium effectively
- the ability of Luther's followers to exploit printing technology through the publication of widely circulated woodcuts.

Factors suggesting other reasons for the success of Lutheranism might include:

- the support for Luther of key German princes, such as Frederick of Saxony, John of Saxony and Philip of Hesse
- the weaknesses and other priorities of the Emperor
- divisions between Emperor and Pope
- the success of Luther and many of his followers as preachers.

Good answers may show awareness that there are links between the importance of printing and other factors. For example, the *Appeal to the Christian Nobility of the German Nation* helped to influence some princes to support Luther.

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**Question 2**

**03** Explain why Calvin was expelled from Geneva in 1538. (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 students 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 Calvin was expelled in 1538.

Students might include some of the following factors:

- Calvin and his associate Farel faced opposition within the Little Council of Geneva over the implementation of reform
- in 1538 Syndics opposed to Calvin had achieved power
- Calvin was arguably too dogmatic in his attitude to the Little Council and this bred much opposition and enmity amongst members of the Council
- as a consequence, the Little Council sought to adopt the Bernese model of reform. In the resulting dispute Calvin and Farel were forced to flee the city.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the personal antagonisms of members of the Little Council to their preference for the Bernese model of reform.

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**Question 2**

- 04** How important was Calvin to the success of the Reformation in Geneva in the years 1541 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**
- 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 students 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.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the importance of Calvin might include:

- Calvin showed considerable strength of character in the assertion of his views
- he possessed considerable organisational skills
- to an extent he learnt from his early experiences and became more astute in his dealings with the secular authorities
- the quality and force of his religious writings ensured that their influence was substantial
- his institutional reforms were largely successful
- his effectiveness as a preacher/teacher and in dealing with opponents.

Other factors might include:

- the errors of his enemies, especially Perrin and the Libertines, ensured the election in 1555 of a Little Council which was largely supportive of his ideas
- Geneva did rely on the support and co-operation of other reformed communities, for example Zurich in the *Consensus Tigurinus*
- the assistance he received from other reformers such as Farel and Béza
- the other side of the coin regarding Calvin's leadership was that some citizens of Geneva found him detestable and this made them resentful towards his proposed reforms.

Good answers may show awareness that, for example, the co-operation Calvin received from other reformed communities reflected the respect in which they held his leadership.

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**Question 3****05** Explain why humanists criticised the Catholic Church (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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**Indicative content**

**Note: This content is not prescriptive and students 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.**

Humanists had a number of reasons for criticising the Catholic Church:

- Humanists, including Erasmus, were especially critical of corruption, abuses within the Church and clerical ignorance
- the lifestyles of the Renaissance popes incurred much hostility
- Humanists such as Valla had exposed the fraudulent political basis of the Church's authority
- Humanist scholarship had challenged the scriptural basis of some of the Church's key beliefs
- particular hostility towards the monastic life and scholastic traditions.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link papal shortcomings with wider abuses within the Church.

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**Question 3**

**06** How successful was the Council of Trent in reforming the Catholic Church? (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**

**Note: This content is not prescriptive and students 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.**

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the success of the Council of Trent in reforming the Catholic Church might include the following:

- it reinforced the essentials of Catholic doctrine
- it strengthened the authority of bishops and insisted on their more consistent exercise of their pastoral role
- some (but not all) secular Catholic rulers accepted the importance of the Tridentine decrees and sought to impose them
- the papacy's authority was re-emphasised
- give a clear statement of what a Catholic should believe and this drew a firm line with 'compromise'.

On the other hand:

- it did not completely eliminate abuses within the Church
- it did nothing to reform the papal *curia*
- the reinforcement of papal authority helped to lead to a growing illiberalism within the Church
- the Council failed to reconcile a number of issues within the Church, e.g. the role of New Order(s), and of women in the Church.

Good answers are likely to show awareness of the links between some of these themes, particularly in respect of the papacy.

The terminal date of the specification is 1564. We cannot therefore require student to range beyond 1564 in their evaluations. However, the essay title does not preclude the relevant use of such material, which should be credited where appropriate.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)