



**General Certificate of Education  
January 2011**

**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.

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 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)**

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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 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

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January 2011

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

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

**Question 1**

**01** Explain why there was a rise in religious radicalism in Germany in the 1520s. (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.**

Answers should include a range of reasons as to why there was an upsurge of religious radicalism.

Candidates might include some of the following factors:

- Luther's attack had undermined the Church's authority, but his disappearance on his return from the Diet of Worms meant that there was an absence of control over religious developments in Wittenberg, which opened the way for further reform, both from

colleagues of Luther such as Andreas von Karlstadt and emerging radicals from elsewhere, such as the Zwickau Prophets, who were attracted to Wittenberg

- preachers such as Thomas Müntzer became increasingly dissatisfied with Luther's conservatism and pushed for more radical reform
- the movement towards radicalism was encouraged as a result of social discontents, particularly amongst the peasantry
- the more radical reforms of Zwingli had unwittingly encouraged the emergence of Anabaptism, initially in Switzerland, but this movement soon crossed the border
- there is clear evidence that millenarian ideas became more influential.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might show that Karlstadt's apparently reckless approach to reform encouraged the emergence of much more radical figures such as Müntzer.

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**Question 1**

- 02** How important was weak leadership to the failure of the Radical Reformation?  
(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 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.**

Candidates 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 that weak leadership was important might include:

- the tendency of some radical movements to develop a 'democratic' culture which eschewed the need for leadership. This was characteristic of early Anabaptism
- the apparent readiness of Thomas Müntzer to court trouble by alienating both the secular authorities and Martin Luther
- the emergence of unsuitable leaders, especially Jan Beukels in Münster, whose pursuit of extremist policies led directly to the temporary uniting of Catholic and Lutheran authorities to secure his downfall.

Factors suggesting other reasons might include:

- the nature of the message of many radical groups, which was likely to alienate political authority, e.g. refusal to take oaths, social change
- the lack of appeal to the established middle classes, who had proved so important in promoting reform in towns and cities, and nobility
- the willingness to resort to violence in the Peasants' War
- the extent to which 'conventional' reformers such as Luther and Zwingli distanced themselves from radicalism
- the willingness of Catholic and Lutheran authorities to come together to suppress radical activity, e.g. at Münster.

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**Question 2**

**03** Explain why Pope Paul III called a general council of the 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**

**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 the Pope successfully called a Council which eventually met in 1545.

Candidates might include some of the following factors:

- the desire of the Pope and some of the cardinals for a General Council to further the cause of reform within the Church and more generally to prevent the spread of heresy in Germany and North Europe
- the desire of the Emperor for a Council to help him to challenge the Lutheran cause in Germany
- the temporary outbreak of peace between the Emperor and the King of France reduced the extent of the latter's objection to a Council
- the easing of the decision-making process by the agreement to locate the Council at Trent
- the ability of Paul III to ensure that papal control was maintained at the Council.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, e.g. the temporary situation which ensured that both Pope and Emperor favoured the calling of a Council

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**Question 2**

- 04** How important were the Renaissance popes in weakening the Catholic Church in the years c1500 to 1527? (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 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.**

Candidates 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 papal shortcomings might include:

- the Church had been undermined on account of the well-publicised moral shortcomings of Alexander VI, Julius II and Leo X
- Alexander and Julius had both involved the papacy in wars which were designed to enhance their personal power but which served to bring the papal office into disrepute.
- Leo X's excessive spending had necessitated the sale of indulgences, thereby precipitating the Lutheran revolt
- the political machinations of Clement VII culminated in the Sack of Rome in 1527
- wealth and luxury of the Papal Curia.

Factors suggesting other factors might include:

- the ability of Julius II to maintain a level of papal power and prestige
- the weakening of the church due to other reasons, e.g. more widespread corruption, institutional ineffectiveness
- the scale of criticism of the Church from Erasmus etc
- growth of nationalism
- attempts at reform within the Church, such as the Lateran Council
- Adrian VI's pontificate, albeit short-lived, did not demonstrate the moral shortcomings of his immediate predecessors.

Good answers will show an awareness that there are clear linkages between factors here. For example, one of the factors which heightened the criticisms of Erasmus was his distaste at papal attitudes as exemplified by Julius II. Whilst reference to the importance of Luther in undermining the Catholic Church is relevant, such references need to be placed appropriately in a wider context in order to achieve more than mid-Level 3.

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**Question 3**

**05** Explain why the Genevan Academy was founded in 1559. (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.**

Answers should include a range of reasons as to why the Genevan Academy was founded.

Candidates might include some of the following factors:

- Calvin had expressed a desire for the foundation of an academy ever since 1541. His “pet project”, its foundation was driven by his own perception of the necessity to train an effective preaching ministry, especially given his perception of the need to consolidate the reform movement within France
- local political circumstances had come to favour Calvin. He was in a position to secure the Academy’s foundation because of his improved position in relation to the City Council following the downfall of the Libertines
- the City Council was prepared to support the project because it combined the functions of a school with those of a more advanced academic institution
- the importance of ‘education’ for all reformers
- focus for European Calvinism
- it could be staffed by teachers from elsewhere in Switzerland, especially Lausanne.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might emphasise the importance of the fall of the Libertines in enabling Calvin to consolidate his political influence to the extent that he was able to influence the Council's decision making.

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**Question 3**

- 06** How important were Calvin's ideas about church organisation to the success of the Genevan Reformation? (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**
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- 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.**

Candidates 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 church organisation might include:

- the emphasis which Calvin himself placed on the *Ecclesiastical Ordinances*
- the support from 1541 of the City Council for the *Ecclesiastical Ordinances*, which was reiterated during the Berthelier Affair in 1553
- institutions such as the *Grabeau* and the Consistory certainly helped to ensure a more ordered religious environment
- Geneva itself was certainly characterised by greater social order and social improvement following the implementation of the *Ordinance*.

Factors suggesting other reasons might include:

- the importance of Calvinist theology and Calvin's leadership
- Calvin's ability to overcome his opponents
- the links with other Swiss reformed churches embodied in the *Consensus Tigurinus*.

Good answers are likely to show an awareness of the links between these reasons. Thus, for example, the decision to execute Servetus was supported by other Swiss reformed churches.