

AS

# History

The Reformation in Europe, c1500–1564

7041/2C The origins of the Reformation, c1500–1531

Mark scheme

June 2016

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Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

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**June 2016**

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

**Component 2C The origins of the Reformation, c1500–1531**

**Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the peasants' war? **[25 marks]**

*Target: AO2*

*Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.*

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

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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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.**

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

**Source A: in assessing the value of this source as an explanation, students may refer to the following:**

### Provenance and tone

- the author, Müntzer, was well known for his apparent extremism and he was writing at a time of particular crisis for the radical reformation, which explains the urgency of the message in the source
- the language of the source is emotive and motivational. Direct questions such as ‘How long will you sleep’ are complemented by direct instructions such as ‘go to it’; short sentences give the impression almost of issuing orders, ‘Show no pity’
- the sense of urgency is conveyed, as he genuinely believed Christ was about to return.

### Content and argument

- Müntzer is urging the villagers of Allstedt to action accusing them of inactivity to date and urges the believers to take violent action reflecting the certainty of their calling
- Müntzer argues that the godless, unwilling to accept the radical reformation, are to be condemned
- Müntzer’s ideas were influential in the course of the peasants’ war. He was motivated entirely theologically and lacked consideration for the social condition of the poor
- before Müntzer’s arrival in Muhlhausen there had been very little social unrest. His arrival and especially his proclamation of the Millennium sparked off disorder illustrated by the source, yet Müntzer’s role was not simply that of firebrand. He was a founding voice of the Anabaptist movement which did elicit a much more substantial and wider support than the source might indicate to be the case.

**Source B: in assessing the value of this source as an explanation, students may refer to the following:**

### Provenance and tone

- Luther’s personal animosity to Müntzer is clear. Language such as ‘arch devil’ makes it clear exactly how Luther believes that the peasants are being led astray and reflects a wider concern about the adverse impact of the radical reformation on his reformation

- the tone is clearly confrontational and highly critical: reference to the peasants as ‘mad dogs’ and to ‘terrible sin’ and to the peasants being blasphemers add a religious element to the condemnation.

### **Content and argument**

- Luther argues that the peasants were mendacious and deliberately set out to mislead in their objectives; he directly attacks the Twelve Articles as lies and accuses the peasants of coercing others into following them
- Luther’s pamphlets of 1525 should be referred to to corroborate the arguments of the source and place them in a wider context
- Luther was personally disliked by Müntzer and indeed by a broad range of Anabaptists who referred to him as the Wittenberg Pope. It is hardly surprising therefore that Luther takes such an opposite view to Müntzer, focusing on his influence, ‘that arch-devil’
- Müntzer’s arrival at Mühlhausen did radicalise the peasants, many of whom did follow him due to his language and extremism. Reference should be made to Luther’s concerns about these developments.

In arriving at a judgement as to the relative value of each source, students may conclude that neither source appears especially objective and that each had a particular purpose. However, Source A is perhaps a better indicator of motive behind the war, especially considering the importance of Müntzer to the peasants’ actions. Whilst Source B takes more of the form of a reaction to events, exaggerated as it is.

**Section B**

**02** ‘Humanism had significantly weakened the Church by 1517.’

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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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.**

**Arguments suggesting that Humanism had significantly weakened the Church by 1517 might include:**

- Humanists such as Erasmus were very critical of the abuses of churchmen and the Church in the period to 1517. These criticisms were taken up by those who resented the power and influence of the Church (anti-clericalism) and contributed, therefore, to the weakening of it
- Humanists insisted that the authority of the Church must rest on reason and intellectual conviction, thereby weakening the attachment to what was seen as superstitious and irrational
- the Handbook for Christian Soldiers and In Praise of Folly began the process of challenging the officers of the Church, and especially the cardinals and monks, and the publication of the bible in Greek in 1516 may reasonably be considered to have indicated a shift in approach to the position of the clergy as guardians of divine truth. Arguably, such challenges weakened the authority of the Church
- the corruption of the Renaissance Popes gave credence to the attacks on abuses made by the Humanists, thus adding to the weakening of the Church.

**Arguments challenging the view that Humanism had significantly weakened the Church by 1517 might include:**

- the Humanists were as much concerned with reforming the Church as weakening it. The leading Humanists such as Erasmus, More and Colet may have been critical of the Church but wished to preserve it rather than weaken it
- it is difficult to assess how far Humanist ideas spread, beyond and intellectual elite. Thus, popular devotion remained strong. Indeed, in Germany the number of paid masses increased, as did the number of religious brotherhoods endowed and there was increased devotion, for example, to the Virgin Mary
- it did not need the Humanists *per se* to criticise abuses, as such criticism was widespread anyway. The strength of popular piety as reflected in religious guilds, suggests that such criticisms did not fundamentally undermine the Church.

Students may conclude that whilst Humanist ideas were important when taken up by others who developed the ideas further to reject the authority of the Church and lead to a Reformation instigated by Luther, the Humanists themselves, as represented by Erasmus, did not essentially weaken the Church which they later defended.

**03** ‘The survival of Lutheranism in the 1520s was due to the support of the German princes.’

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### **Generic Mark Scheme**

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**



### **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.

**Arguments suggesting that Lutheranism survived in the 1520s due to the support of the German princes might include:**

- Frederick the Wise's 'kidnap' of Luther and subsequent 'imprisonment' following the Edict of Worms kept him from arrest and allowed him 10 months' reflection to write
- the princes provided military protection for the new Church
- the princes' involvement made the Reformation more political and its survival a matter of European politics
- the Emperor had little control over the princes but needed their support for wars so dared not risk offending them.

**Arguments challenging the view that Lutheranism survived in the 1520s due to the support of the German princes might include:**

- Luther had a strong personality and polemicistic character which helped spread the teachings, along with the increasing popularity of pamphlets and the establishing of schools in German cities
- Luther's message was popular and well received, building on the existing discontent with the established Church
- other people were influential in establishing Lutherism. The conciliatory Philip Melancthon helped moderate Luther's teaching and other German princes offered Luther varying degrees of support
- the Emperor Charles V's absence from Germany (1521–1529) and his preoccupation with other European matters, such as Spain 1522, allowed the spread of Lutherism without interference.

Students may well conclude that whilst the support of the German Princes was very important, it was one of several factors that account for survival of Lutheranism and not necessarily, the most important reason.