

A-LEVEL HISTORY

Unit HIS1C: The Reformation in Europe, c1500–1564
Mark scheme

1041
June 2014

Version 1.0: Final

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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)**

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

June 2014

GCE AS History Unit 1: Change and Consolidation

HIS1C: The Reformation in Europe, c1500–1564

Question 1

01 Explain why the religious Peace of Augsburg was agreed in 1555. **[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 religious peace was agreed.

Students might include some of the following factors:

- Charles V and his brother Ferdinand had failed to suppress Lutheranism by force of arms; in the process Charles's spirit was broken and he withdrew from Germany
- they hoped that giving formal recognition to a socially conservative form of religious reform would help to prevent the growth of more radical religious movements

- the Lutheran princes had been able to re-assert their autonomy
- the failure of the Augsburg Interim had demonstrated the extent of popular support for Lutheranism
- Charles and Ferdinand lacked the money to continue the struggle
- the intervention of foreign powers had assisted the Protestant cause.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link the inability of Charles and Ferdinand to suppress the Lutherans by force of arms with their limited financial resources.

Question 1

- 02** How important were German princes to the success of the Lutheran Reformation in the years 1525 to 1546? **[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 the princely contribution:

- the conversion of significant numbers of German princes to the Lutheran cause, especially in northern and central Germany
- the ability of Lutheran princes to enforce religious policy within their own territories
- the ability of princes, led by Philip of Hesse to assert their interests at the Diets of Speyer in 1526 and 1529
- the refusal of Lutheran princes to enforce the Edict of Worms
- the formation of the League of Schmalkalden and its ability in its earlier stages to expand ‘Lutheran’ territory.

Factors suggesting that there were other important factors enhancing the Lutheran cause:

- the influence of Lutheran publications and woodcuts, including the influence of Luther’s translation of the Bible into German
- the influence of Luther as a preacher
- the positive contribution of other reformers, such as Melanchthon
- the positive popular response to Lutheranism in many cities and towns
- the frequent political weakness of the Emperor when attempting to enforce religious policy.

Good answers are likely to show an awareness that some of these factors are linked. For example, the ability of the princes to enforce religious policy was linked to the inability of the Emperor to impose his will on them.

Question 2

03 Explain why the Catholic Church was criticised in the early sixteenth century. **[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 Church was subject to so much criticism.

Students might include some of the following factors:

- the Church's position had been undermined by the criticisms of humanist scholars, such as Erasmus
- the Church was widely perceived to be corrupt, with abuses such as nepotism, simony and clerical ignorance rife
- Popes such as Alexander VI and Julius II had damaged the reputation of the Church through their life-styles and policies
- there was increasing resentment of the financial demands of the Church, especially in Germany
- it was felt in some quarters that monasticism was declining in relevance and effectiveness.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link papal lifestyles to the issue of corruption.

Question 2

- 04** How far was the papacy responsible for bringing about the reform of the Catholic Church by 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 to reform of the Church of the Papacy might include:

- the role of Paul III in commissioning the *Consilium*, formally approving the Jesuits, establishing the Roman Inquisition and establishing the Council of Trent
- the roles of Julius III and Pius IV in reviving the Council of Trent and, in the case of the latter, beginning the process of enforcing Tridentine decrees
- the role of Paul IV in enforcing his own (rather narrow) vision of Catholic reform
- the role of the papacy in the encouragement of the Jesuits and the other New Orders.
- the reassertion of papal authority and primacy.

Factors suggesting the importance of other factors might include:

- the importance of Jesuits and other New Orders in promoting reform
- the importance of institutions such as the Index and the Inquisition in re-asserting the authority of the Church
- the reassertion of key doctrines of the Church by the Council which left no room for liberal interpretations and drew a clear distinction between Catholicism and Protestantism
- the stress on pastoral renewal, especially in respect of the role of bishops
- the stress on the importance of education and clerical training.
- the role of an active and educated laity in promoting reform
- the role of Catholic monarchs in directing reform in their own realms, e.g. Spain, Bavaria.

Good answers are likely to/may show an awareness that there are important links between these factors. The role of Paul IV was important in enforcing his own vision of reform and in the reassertion of papal authority.

Question 3

05 Explain why there was opposition to Anabaptism in the years to 1535. **[12 marks]**

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

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

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

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

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

Indicative content

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 Anabaptism generated so much opposition.

Students might include some of the following factors:

- Anabaptism rejected the sacramental basis of both Catholicism and Lutheranism.
- Anabaptists tended either to reject or distance themselves from secular authority, for example by their refusal to take oaths, thereby making them objects of suspicion.
- their communal approach to living in gathered congregations appeared to reject notions of property and normality
- their potential for political and social radicalism was demonstrated during the 'Münster experiment', which reinforced the desire of the authorities to extirpate the creed.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might link their religious radicalism to the political extremism exhibited in Münster.

Question 3

- 06** How far was the success of the Reformation in Geneva due to the implementation of the Ecclesiastical Ordinances 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 the importance of the Ecclesiastical Ordinances might include:

- the EO laid down the role of the Consistory, which fulfilled an essential function in the realisation of Calvinism's social control
- the EO laid down clearly the role of the various functionaries of the Calvinist church
- the EO established the Grabeau as an institution promoting clerical self-examination.

Factors suggesting the importance of other factors might include

- the influence of the clearly organised *Institutes* in establishing Calvinist theological orthodoxy; *inter alia* the doctrine of double predestination was important in that it seemed to give Calvinists a sense of purpose and conviction
- Calvin's stress on biblical authority which distanced him from other reformers
- his doctrine of the Eucharist offered an acceptable compromise between Lutheran ideas and a more radical approach
- his successful overcoming of opponents, both religious and political
- his formidable commitment to preaching.
- the contribution of other reformers, such as Farel and B  za in Geneva and, in a wider Swiss context, of Bullinger
- the influence and eventual support of secular institutions such as the Little Council
- the support of (especially French) newcomers to Geneva.

Good answers are likely to show an awareness that that some of these factors are linked. For example, the support of the Little Council was useful in ensuring secular support for the decisions of the Consistory.

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