



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 4
DEPTH STUDY 5

THE RELIGIOUS REFORMATION IN EUROPE,
c.1500–1564

Part 2: Spread of Protestantism and Counter Reformation
c.1531–1564

1100U50-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 4

DEPTH STUDY 5

The Religious Reformation in Europe, c.1500-1564

Part 2: Spread of Protestantism and Counter Reformation, c.1531-1564

MARK SCHEME

QUESTION 1

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the development of the Counter Reformation between 1555 and 1564.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning.

Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the three sources in their historical context and might consider the value of the sources to an historian studying the development of the Counter Reformation between 1555 and 1564. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

Source A This provides valuable evidence of leading figures in the Counter-Reformation discussing combatting the Protestant message by using the same methods that the Protestants used—the printed word. Candidates should use their understanding of the historical context to identify this source as a reaction to the apparent success of the German Protestants in getting political recognition in the Peace of Augsburg of 1555. The source is crucial in demonstrating that the methods used by the Jesuits were not set in stone but were able to adapt to circumstances and that they were willing and able to use their opponent's methods against them. It is also important to note that Loyola is giving particular emphasis to the use of a written catechism aimed at children and also for adults who were not too far influenced to be lost causes. The tone of the source is positive but also matter of fact as Loyola is calmly explaining what needs to be done, although he does emphasise it is necessary to combat a spreading evil. Understanding of the specific historical context will confirm that having made little headway to begin with, by 1555 the Jesuits were keen to consider other methods, even those of their opponents, to staunch the flow of people defecting to the Protestants.

Source B This provides valuable evidence of another move during the Counter-Reformation—that heretical books were banned by the Catholic Church, approved by the reforming Pope Pius IV in 1563. Candidates should use their understanding of the historical context to identify this source as created when the Council of Trent was coming to the end of its deliberations. The source is an explanation of which authors are banned as well as the types of work that are banned—not just critical tracts of the heretics but also their translations of the holy Christian books as well; it is also less harsh than the title suggests as it also lays down procedures by which scholars can have access to approved versions of the same texts. Its link to Source A is that it is trying to deal with the same issue—the problem of the printed word as used by Protestants.

Source C This is a very valuable source as it provides evidence from a contemporary of the arrival of the Jesuits in Milan in 1564. Candidates should use their understanding of the historical context to identify that this source was written just after the Council of Trent and the Jesuits have come to the city at the behest of Cardinal Borromeo, one of the reformers behind the final Tridentine decrees. The source is written in the private diary of one of the men who works at the cathedral and who seems to welcome the prospect of the Jesuits coming to his city and the contribution they are going to make training priests. He is clearly a very religious man and believes that God approves of these changes brought to the Church. This links to Source A as it refers to the Jesuits and education, and links to Source B as the changes that the author is so supportive of are those brought about ultimately by the author of Source B, Pius IV.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the development of the Counter Reformation between 1555 and 1564 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

UNIT 4
MARK SCHEME FOR QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
ASE OVER THE PERIOD SET		
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There will be a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6S	27	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
ASE		
B5H	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There will be a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5S	23	The response begins to show some characteristics of Band 5
B5C	21	This mark can be used if there is understanding shown of the specific historical context of one source only.
Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value of some or all three sources.</i>
GCX, V and/or U		
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This will be used to reach a reasoned judgement on value of all three sources. Occasional references to utility are acceptable.
B4S	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	
The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.		
B3S	13	The response is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	
The response is able to discuss the strengths and / or limitations of all three sources by focusing on their content and / or attributions.		
B2S	6	The response is able to discuss the strengths and / or limitations of some of the three sources by focusing on their content mostly.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	
Paraphrases from all of the three sources and / or attributions or plain narrative.		
B1S	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

The structure of the mark scheme

The mark scheme for Questions 2 and 3 has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

'Calvin was more influential than Luther in the spread of the Reformation in Europe between 1531 and 1564.' Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the influence of important reformers over the spread of the Reformation in Europe between 1531 and 1564. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the influence of John Calvin in the spread of the Reformation in Europe between 1531 and 1564. In order to reach a substantiated judgement about this issue, candidates may argue that Calvin was the important influence on the spread of the Reformation in Europe in this period. Candidates may support the proposition, suggesting that:

- Calvin was more personally involved in the implementation of his ideas in Geneva than Luther was in Wittenberg;
- as Lutheranism settled to be the orthodoxy of northern Germany, Calvin's ideas had more of an international dimension to them and were embraced by communities and countries, uniting with the Zwinglians then moving beyond Switzerland to France, the Netherlands and Scotland;
- Calvinism demanded a much greater commitment in every aspect of life from its followers and had political and social consequences, as well as religious ones;
- predestination was a much more powerful and persuasive idea than Luther's idea of consubstantiation;
- Calvin was a much more subversive influence than Luther, and his ideas managed to establish themselves and spread without the protection of the princes.

Candidates may consider challenging the proposition in the question by arguing that Luther was actually a much more important influence on the spread of Protestantism than Calvin. They may suggest that:

- Luther was the first reformer in the Reformation era to take a stand against the Catholic Church, its practices and doctrines;
- Luther's tracts of the 1520s fully laid out his philosophy, which influenced other Protestant reformers including Zwingli and Calvin;
- the spread of Protestantism was strong in German cities a long time before it took hold in Geneva;
- the support of the princes, at the Diet of Speyer and in the Schmalkaldic League, ensured the survival of Protestantism;
- the Peace of Augsburg established a religious status quo across Germany.

Overall candidates will offer a debate and come to a substantiated judgement regarding the influence of John Calvin on the spread of the Reformation in Europe between 1531 and 1564.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the success of Lutheranism between 1531 and 1555 was largely due to the problems facing Charles V?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the reasons for the success of Lutheranism between 1531 and 1555. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question. In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of reasons for the success of Lutheranism between 1531 and 1555. In order to reach a substantiated judgement about this issue, candidates may argue that the success of Lutheranism was indeed caused by the problems faced by Charles V. Candidates may consider supporting the proposition by noting that:

- while Charles V was distracted by wars with the Turks in the east in the 1530s, the Lutheran cause took two important steps forward, with the formation of the League of Schmalkalden in 1534, and Wurttemberg becoming Lutheran in 1534;
- attempts to rally Catholic princes to fight against the Lutherans were also blunted in the early 1540s because of fears of new attacks by the Turks;
- success at the Battle of Mühlberg in 1547 was temporary, as Lutheran princes fought back with the support of French king, Henry II in 1552. He sought to undermine Charles' position in the Holy Roman Empire;
- Charles V finally accepted defeat in 1555, going into retirement to allow the Peace of Augsburg to settle the religious dispute in Germany in the Lutheran's favour.

Candidates may consider challenging the proposition in the question by arguing that other factors were more important in explaining the success of Lutheranism between 1531 and 1555. They may note that:

- the rallying of Lutheran princes after the Diet of Speyer in 1529 led to the formation of the Schmalkadic League. This enabled the Lutherans to mount a military defence of their territories;
- Lutheran confidence was buoyed by the defection of Wurttemberg, Brandenburg and ducal Saxony to their cause;
- the failure of the Catholic Church to hold a Council to clearly define Catholic doctrine gave Lutheran theologians like Melanchthon more of an opportunity to establish a clearer doctrine of their own at the Augsburg and Regensburg colloquies;
- Charles's apparent military success in 1547 was more to do with the treachery around Saxony that weakened the Lutheran army at a critical time; once that dispute was resolved the Lutheran army became more unified again;
- the Catholic Church was more concerned about Charles's threat to its own power, which is why it disowned the Augsburg Interim and encouraged the French to rally behind the Lutherans.

Overall candidates will offer a debate and come to a substantiated judgement regarding the reasons for the success of Lutheranism between 1531 and 1555.

UNIT 4

MARK SCHEME QUESTIONS 2 AND 3

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

Band 6 CHARACTERISTICS		<i>The response is fully focused on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.
Band 5 CHARACTERISTICS		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.
B4C	16	The response begins to show some characteristics of Band 4. <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers