



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 4
DEPTH STUDY 5

THE RELIGIOUS REFORMATION IN EUROPE

Part 2: Spread of Protestantism and Counter Reformation

1100U50-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

WJEC A LEVEL HISTORY

UNIT 4 - DEPTH STUDY 5

The Religious Reformation in Europe

Part 2 : Spread Of Protestantism And Counter Reformation

MARK SCHEME - SUMMER 2018

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 reform of the Catholic Church from 1537 to 1562.

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 also consider the value of the sources to an historian studying the reform of the Catholic Church from 1537-1562. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis of the value of the sources may include:

- Source A is an extract written by a Select Committee of cardinals of the Catholic Church who had been brought together by the reforming Pope Paul III in the late 1530s. This meeting was convened by Pope Paul to address the issues of abuse within the Catholic Church. Here are listed some of the abuses which Martin Luther had challenged as early as 1517. Scrutiny of the content of the source shows that there is an attempt to address criticism of practices within the Church although there is no acceptance of the concerns over indulgence selling, a practice which was a central criticism of Luther and a fundamental thorn in the side for many in Germany. The tone of the source is deferential to Pope Paul and offers the possibility of considering that the Church should reform some of its practices. This in itself was a significant step for the Catholic Church and reflects concern over the spread of Protestantism. Candidates might also offer that this source is extremely valuable to the enquiry as it marks the beginning of an acceptance of the grave challenge of Protestantism and of the need for reform in the late 1530s.
- The evidence in Source B shows that Loyola wanted a return to the basic beliefs of the Catholic Church. This selection of rules also drawn up during Pope Paul III's Papacy is an affirmation of fundamental Catholic beliefs. Its purpose is to act as a guide for Catholics to follow the established Church's values and practices. The evidence of Source B shows that the founder and leader of the Society of Jesus is forceful in urging obedience to the Catholic Church. It also shows that some Catholic practices such as the veneration of Holy Relics were to remain although this also was a fundamental criticism by Protestant reformers. Also matrimony in this list of rules is frowned upon. Luther and others in Holy Orders had taken wives and so this is drawing a clear distinction between the two churches. The source is very valuable to the enquiry as it shows a leading Catholic figure drawing clear distinctions between Catholic and Protestant beliefs and is clearly pointing the way towards the Counter-Reformation.

- Source C displays in a sermon preached in Trent in 1562, just two years before the end of the deliberations of the Catholic Church to reform their institution, that the Catholic Church's focus by this time was more on finding and destroying heresy than addressing what needed to be reformed. The source shows that it is the heresy of Luther which is still their main concern even though Luther has been dead for sixteen years by 1562. However, it does blame the Catholic Church for the rise of Protestantism. There is no mention of any attempt at reform in this extract but this could be explained by the fact that this is a sermon to delegates about to deliberate the question of reform. They are being reminded of the enormity of their task as this is after the Peace of Augsburg of 1555 when Germany became a bi-confessional area and the existence of Protestantism and the right to adhere to it had been affirmed. Candidates should use their understanding of this historical context to affirm that this source is particularly valuable because it addressed the delegates of the eighteenth session of the Council of Trent, the General Council of the Church, which was first called in 1545. This gives an historian valuable evidence of the progress of the development of the reform of the Catholic Church in the mid sixteenth century and the gravity of the task which it faced, which it appears to acknowledge.

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the reform of the Catholic Church from 1537-1562 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

MARK SCHEME UNIT 4 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 given to certain types of answer. The published mark scheme for Unit 4 question 1 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate 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>
ACX, VTH, ATQS OVER THE PERIOD SET		
B6S	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 appropriate 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.
B6C	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 appropriate 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>
ACX and VTH		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate 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.
B5C	23	The response begins to show some characteristics of Band 5

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 to an historian of some or all three sources.</i>
GCX, VTH and 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 to an historian 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 to an historian 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	
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	
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.

To what extent was the formation of the Schmalkaldic League the most significant development in the growth of support for Lutheranism in Germany in the period 1531-1555?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case to what extent was the formation of the Schmalkaldic League the most significant development in the growth of support for Lutheranism in the period 1531-1555. 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 the formation of the Schmalkaldic League as the most significant development in the growth of support for Lutheranism in the period 1531-1555. In order to reach a substantiated judgement about this issue, candidates may argue that it was indeed the most significant development in the growth of support for Lutheranism. The response might consider supporting the proposition by considering:

- It was an acknowledgement of princely support for Lutheranism, after the rejection of the Confession of Augsburg
- It was an acknowledgement of princely opposition to the Catholic, Holy Roman Emperor, Charles V. Many princes did not want to offend the emperor but they could see political and economic advantage in supporting Protestantism
- Its existence helped legitimise Luther's ideas and supporters
- The League of Protestant princes was a challenge to foreign rule which Lutheranism epitomised
- The acceptance of Lutheranism at the Peace of Augsburg of 1555 - a decision which Charles V reached after enduring the challenge of the League and despite victory at the Battle of Muhlberg in 1546

Candidates might consider challenging the proposition in the question by arguing that there were other significant developments in the growth of support for Lutheranism after 1531. The response might consider:

- The later work of Luther and the radical reformers
- The absence from Germany of Charles V who was distracted by having to deal with Suleiman the magnificent
- The influence of Lutheranism in France, Denmark and Sweden, on Zwingli in Switzerland and on the Anabaptists
- The failure of a general council of the Catholic Church to meet until Trent in late 1545

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent of the formation of the Schmalkaldic League as a significant development in the growth of support for Lutheranism in Germany in the period 1531 to 1555.

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 John Calvin was mainly responsible for the development of the Protestant Reformation in Europe in the period 1531 to 1564?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case responsibility for the development of the Protestant Reformation in Europe in the period 1531-1564. 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 role played by John Calvin in the development of the Protestant Reformation in Europe. In order to reach a substantiated judgement about this issue, candidates may argue that John Calvin was a very significant figure in the development of the Protestant Reformation in Europe in the period 1531-1564. The response might consider supporting the proposition by considering:

- That Calvin had the advantage of being a second generation reformer who was able to build on the work of others
- He was responsible for guiding the Protestant Reformation in Switzerland from publishing his *Institutes* in 1536 and adding to this religious handbook up to 1559
- Calvin has also been credited with providing a systematic statement of Protestant thinking. He provided the organisation and discipline of the Protestant Reformation
- Calvin has also been credited for making Calvinism an international organisation
- That there is much of Lutheranism in Calvinism but Calvin was responsible for taking the Protestant Reformation in a urban reformation direction based on communities not personal salvation
- Double predestination was an attractive feature of Calvinism which drew much interest and support.

Candidates might consider challenging the proposition in the question by arguing that there were other factors and figures that were equally or more responsible for the development of the Protestant Reformation in Europe 1531-1564. The response might consider:

- That its development owed a great deal to the ideas and work of other individuals such as Erasmus, Martin Luther, Huldrych Zwingli and Guillaume Farel
- It also developed because of the response of the Catholic Church and the slow deliberations and decisions of the Council of Trent up to 1564
- Geneva attracted religious refugees who then left the city and took Calvin's teachings with them
- The Council in Geneva established a church community which became a model for newly reformed churches in Europe, in such diverse places as the Netherlands and Scotland.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which John Calvin was responsible for the development of the Protestant Reformation in Europe in the period 1531-1564.

**MARK SCHEME UNIT 4
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 given to certain types of answer. The published mark scheme for Unit 4 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>The response is fully focussed 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 focussed 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.

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