



**General Certificate of Education
June 2011**

AS History 1041

HIS1C

Unit 1C

The Reformation in Europe, c1500–1564

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

GCE AS History Unit 1: Change and Consolidation

HIS1C: The Reformation in Europe, c1500–1564

Question 1

- 01** Explain why the Elector Frederick the Wise of Saxony protected Luther in the years 1517 to 1521. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Frederick the Wise did not share Luther's theological views. However, his protection of the reformer, as Luther's territorial ruler, proved pivotal to Luther's own survival and the propagation of his faith.

Answers should include a range of reasons as to why Frederick was prepared to undertake this protection.

Candidates might include some of the following factors:

- he was initially prepared to protect Luther because Luther's attack on indulgences undermined a rival to his collection of relics
- more importantly, he was renowned for his sense of justice, which led him to protect Luther
- he was, in addition, prompted to defend Luther by the efforts of his personal chaplain, Georg Spalatin, a close friend of Luther. Spalatin's defence became increasingly important as Luther's position became more perilous
- in protecting Luther he was also conscious of defending the interest of his recently founded university at Wittenberg
- in a wider political context he was prepared to exploit his relationship after 1519 with Charles V, with whose election he had been significantly connected, to protect Luther
- in so doing he was responding to the increasing tide of German nationalism which was becoming evident.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might connect Frederick's self-interest in defending both his collection of relics and his university.

Question 1

- 02** How important was the support of German princes to the success of the Lutheran cause in the years 1541 to 1555? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting the importance of princes might include:

- the League of Schmalkalden continued to enjoy political success, for example in extending the area of Germany under Lutheran control
- the success of the second League of Torgau in challenging the Emperor's position
- the role of Maurice of Saxony in undermining the Emperor's position by changing sides, putting together the League of Torgau and creating an alliance with King Henry II of France
- as the absolute rulers of their territories, many princes had a vested interest in maintaining control of religious affairs.

Factors suggesting that other factors were important might include:

- the defeat of the League of Schmalkalden at the battle of Mühlberg in 1547
- Charles's own shortcomings and problems, in particular his failure adequately to enforce the Augsburg Interim and the undermining effect of his quarrel with his brother Ferdinand
- the extent to which the Augsburg Interim was itself undermined by the extent of popular Lutheran beliefs in many cities
- the importance of the Ottoman Turks in challenging the eastern frontier of the Holy Roman Empire.

Good answers are likely to/may show an awareness of the inter-connectedness of these factors. Without the creation of the League of Torgau, it would have been much more difficult for Maurice and his princely allies to have forged an alliance with Henry II.

Question 2

- 03** Explain why there were demands for reform of the Church at the beginning of the 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

There was a widespread perception that all was not well with the Church, even before Luther's attack on indulgences. This perception was present in many parts of Christendom, including both the Holy Roman Empire and Italy.

Answers should include a range of reasons as to why there were demands for reform.

Candidates might include some of the following factors:

- humanist scholars had brought the weaknesses of the Church to wider attention.
- the level of corruption within the Church had been widely publicised by critics such as Savonarola. Despite Savonarola's execution, his attitudes had influenced Italian reformers who had attempted the use the Lateran Council as a vehicle for reform
- in particular, there was much criticism of nepotism, pluralism and simony
- the corruption of the Renaissance popes, Alexander VI, Julius II and Leo X, had generated much criticism

- the success of the Observant movement had reinforced criticism of the laxity of the other orders.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might wish to link the criticisms of humanist scholars to the theme of corruption.

Question 2

- 04** How important were the works of Erasmus in undermining the Catholic Church?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Erasmus wrote a series of works which challenged aspects of the Catholic Church. Earlier works such as *The Handbook of a Christian Soldier* were intended to reinforce rather than to challenge the Church, though its emphasis on simplicity and scriptural knowledge could have been construed as being critical of the Church's practices at the time. *Praise of Folly*, published in 1511, was a sustained satirical attack on many aspects of the Church's activities. *Julius Exclusus*, written in 1514 and often attributed to Erasmus, was a bitter satirical attack on the pontificate of Julius II and his Greek New Testament published in 1516 was certainly influential. The extent to which he influenced Protestant reformers can be debated. Luther was brought up in an entirely different intellectual tradition and each tried to distance himself from the other as the Lutheran Reformation progressed. His influence on humanist reformers such as Melancthon and Zwingli cannot, however, be doubted.

Factors suggesting that the works of Erasmus undermined the Catholic Church might include:

- the extent to which the Church was undermined by Erasmus's attack on abuses and corruption in, for example, *Praise of Folly*
- the extent to which his version of the Greek New Testament led to other reformers challenging some of the Church's doctrines
- the extent to which Erasmus's own writings directly influenced such humanist reformers as Melancthon and Zwingli.

Factors suggesting that the works of Erasmus did not undermine the Church might include:

- Erasmus's direct influence on Luther was quite limited
- Erasmus never directly challenged the papal supremacy and re-asserted his beliefs in the Church's fundamental doctrines. (Indeed, Pope Leo X supported the publication of the Greek New Testament)
- Erasmus never sought to engender a popular movement which might undermine the Church
- his influence was largely restricted to the educated elites, and he had little influence on more humble folk.

Good answers are likely to show an awareness that Erasmus's influence (or otherwise) on the undermining of the Church was a consequence of a number of closely interlinked factors.

Question 3

- 05** Explain why there was opposition to John Calvin during his first ministry in Geneva in the years 1536 to 1538. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Calvin's first attempt at a ministry in Geneva ended with his expulsion from the city.

Candidates might include some of the following factors:

- Calvin (and his colleague Guillaume Farel) began to propose reforms which were more radical and demanding than the City Council was at the time prepared to envisage
- their personal relationships with some members of the Council declined on account of the xenophobic suspicion of their motives as Frenchmen
- the Council furthered their cause by seeking to use Church services drawn up by the city of Berne, where religious reform had taken a stronger hold than had been the case in Geneva. This prompted Calvin to launch an attack on the Council in one of the sermons, the tone of which was undoubtedly offensive towards members of the Council.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link the suspicions of the more radical reforms proposed by Calvin and Farel with support for the more moderate reforming tradition which had been established in Berne.

Question 3

- 06** How important were Calvin's religious ideas in the success of the Reformation in Geneva 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 candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question

Factors suggesting the importance of Calvin's religious ideas might include:

- *The Institutes of the Christian Religion* went through revisions and was republished in new editions, suggesting a ready market for Calvin's writings
- the lucidity of the French translation of the *Institutes* (1541) made it a relatively accessible theological work
- Calvin could appeal to more moderate Protestant opinion by adopting a less radical interpretation of the Eucharist than the Zurich reformer Zwingli but could also appeal to more radical opinion, for example, through his stress on double predestination
- Calvin attacked the more radical approach of the Anabaptists
- his stress on the importance of scripture attracted support, as did his emphasis on double predestination.

Factors suggesting the importance of other factors might include:

- the stress on reform of church organisation contained in the *Ecclesiastical Ordinances* and its application in Geneva
- the importance of education, including the foundation of the Genevan Academy
- Calvin's ability to overcome both his political and religious opponents.

Good answers are likely to show an awareness that many of these factors are inter-linked.

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