
AS HISTORY

Paper 2C The Reformation in Europe, c1500–1531

Mark scheme

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

AS History Paper 2 Specimen Mark Scheme

2C The Reformation in Europe, c1500–1531

Section A

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|---|---|---|------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why there were differences amongst Protestant reformers in the 1520s? | [25 marks] |
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Target: AO2

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

Generic Mark Scheme

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

Indicative content

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

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

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

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

Provenance and tone

- the intended recipient is Zwingli's close friend, who is himself a reformer. Therefore, Zwingli is perhaps trying to impress or at least to confirm Vadian in his opinions of Zwingli and of the events at Marburg
- there may be reference to this being a private letter to a friend in which Zwingli feels he can express his views
- the style of the source is very emotive with personal criticism of Luther.

Content and argument

- the source is critical of Luther and his lack of clarity in relation to the Eucharist
- it claims Philip of Hesse is supportive of Zwingli
- Zwingli claims a monopoly of the truth and believes Luther to be beaten.

Contextual knowledge may be used to assess these points, for example:

- the extent to which Luther had such an uncertain position on the Eucharist and the importance of the debate over this
- the characterisation of Luther and its likely accuracy or not
- the role of Hesse Court in the Reformation

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

Provenance and tone

- this is a personal letter to his wife which allows him to express his feelings
- the largely conciliatory tone might be linked to the provenance.

Content and argument

- Luther believes the conference at Marburg to have been friendly, believes himself to be in agreement with Zwinglians, other than in relation to the Eucharist
- he suggests that Philip of Hesse has acted as a peacemaker
- Luther expresses his desire to remain at peace with the Zwinglians.

Contextual knowledge may be used to assess these points, for example:

- the extent to which the Colloquy was as amicable and successful as is suggested
- the accuracy of Luther's description of the differences over the Eucharist
- the role of Hesse

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) both sources have limitations in that they are relatively intimate letters, although it may be assumed that Source A could have been more widely circulated and is much more an attempt to assert a position of leadership. Its emotive tone may be seen as a limitation of value. Any supported argument as to relative value should be fully rewarded.

Section B

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| 0 | 2 |
|----------|----------|
- 'The Popes were the key reason for the weakening of the Church in the early Sixteenth century.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

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

Indicative content

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

Arguments suggesting the popes were responsible:

- the Church had been undermined due to the shortcomings of Alexander VI, Julius II, Leo X
- Papal war, especially of Julius II, had further weakened the reputation of the papacy
- the apparently excessive spending of Leo X and easily criticised extravagance had damaged the resources and also the reputation of the papacy and might be considered a key cause of the Lutheran revolt
- Clement VII most obviously was at least in part to blame for the sack of Rome itself. However, there are other factors that might be considered.

Arguments suggesting that other factors were important:

- the ideological objections and ideas of reformers might be considered important, although concrete example of how this led to actual weakening should be sought
- the Peasants' War might be considered an example of popular objection to the Church, and some students may concur with Blickle's interpretation of the war as the 'People's Reformation'
- some students might challenge very reasonably the premise of weak popes. Julius II did much to maintain the prestige and power of the papacy and Adrian VI proved just how effective an able Pope could be – although admittedly over a short period of time
- it might also be suggested with good reason that the renaissance popes were far from intransigent when it came to reform, and some may also mention the Lateran Council.

0 3 'The printing press was the key reason for the spread of Lutheranism.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

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

Generic Mark Scheme

- | | | |
|------------|--|--------------|
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| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
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Indicative content

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Arguments that might be used in favour of the role of the printing press:

- the development of movable type in 1450 took time to spread, but by 1500 had clearly taken hold in much of Europe
- the works of reformers such as Erasmus were immensely popular, as were translations of the Bible into German. Specific texts might include the 95 Theses and the impact of the Adages or the Praise of Folly
- perhaps even more substantial was the impact of the Handbook of a Christian Soldier in 1503 which laid the foundation for much of the debate about the catechism
- later, but of even more importance, the Babylonish Captivity of the Church was revolutionary in its analysis of the sacraments
- the explosion of pamphleteering and its central part in the spread of Lutheranism might also be attributed to the ease of printing.

Arguments that might be used to suggest the role of other factors:

- other factors of note should include the support of the German princes, for example Frederick the Wise
- Frederick's rivalry with his brother allowed Luther a more favourable position, and this combined with Frederick's obvious desire to limit the interference of the papacy as a foreign power
- Philip of Hesse and also John Frederick were also of obvious note. The fact that Charles V was absent from Germany after 1521 and did not return until 1529 was important
- Luther's own ability as a preacher might also be considered noteworthy
- Luther's theological arguments alone won many adherents amongst the German clergy, yet the appeal amongst the lay people focused very clearly upon the apparent abuse and financial demands of the local church. Lutheranism thus had a wide appeal
- Lutheranism allowed cities to assert what was felt to be a weakening sense of independence
- it is unclear how many people actually read the printed works. Publication figures do not equate to readership, and anyway it is debatable how far this spread into the countryside.

