



General Certificate of Education

History 5041

Alternative B Europe in Transition, c1470–1610

Mark Scheme

2006 examination – January series

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.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative B: Europe in Transition, c1470–1610**AS Unit 1: Religious Change and its Consequences in Sixteenth Century Europe****Question 1**

- (a) Use
- Source A**
- and your own knowledge.

Explain briefly the significance of ‘sang his message in German’ (lines 2–3) in the context of the Lutheran Reformation. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. recognises the role of the vernacular (rather than Latin) in the spread of Lutheranism and that his message could reach a wider audience. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. might focus on ‘sang’ and link to rest of source, e.g. Luther wrote hymns and these would appeal to the illiterate; could also focus on sermons in German and their role in spreading the message, link to the immediacy of the spoken word and its availability to all social groups particularly the lower classes; this would complement printing and the written word for the educated elites. **2-3**

- (b) Use
- Sources B**
- and
- C**
- and your own knowledge.

Explain how **Source C** challenges the views expressed in **Source B** about the role of indulgences in bringing about Reformation in Germany. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B suggests that abuse of indulgences was a focus of Luther’s criticism, whereas Source C challenges this by stating Luther’s concern was a broader one about their place in the belief system of the Catholic Church. **1-2**
- L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. both sources indicate that indulgences were a significant factor but Source B focuses on the practical, money making element, whereas Source C challenges the theological element re the efficacy of indulgences in achieving an

individual's salvation and the church's right/ability to offer them. Own knowledge could suggest, for example, that the publication of the *95 Theses* in which Luther challenged indulgences opened up other opportunities for discussion and a wider challenge to the Church. This led to a strong reaction from the Church at Worms and in the debate with Cajetan, resulting in revolutionary challenge to the Catholic Church. Answers may identify other 'faults' of the Church, both in the practical and theological sense. The debate also attracted political supporters, e.g. the Elector of Saxony whose actions enabled Luther's views to become 'accepted'. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. as Level 2 and places the answer in the broader context of other factors generating the reformation, e.g. the corruption of the Catholic Church, the existence of the new printing press, the growing nationalism of the German people etc. Indulgences may have been the trigger but they were not the main cause. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.

Explain the importance of Luther, in relation to other factors, in explaining the success of the Reformation in Germany. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources, answers might identify the characteristics and abilities of Luther alongside his publications, willingness to debate and preach and use of the vernacular (Source A), his attacks on the Tetzels trade in indulgences (Source B), and his doubts about the theological issues surrounding the salvation of souls (Source C), all of which raised public awareness and stimulated discussion and even action, e.g. in the case of peasants in 1525. Own knowledge might consider also the pre-conditions which laid the foundations for the growing discontent and criticism, e.g. the abuses and corruption in the church and the weak leadership of Popes and bishops and lesser clergy, both of which made the Church less able to defend itself; social and economic conditions in Germany which focused resentment on the Church as a landholder and generated discontent amongst the lower classes; the influence of humanism, the work of Erasmus etc. in generating interest in biblical texts; and some of the technological and political developments which allowed the movement to spread and take root, e.g. the development of printing which allowed critical views to spread, especially in towns; the ambitions of the princes who saw an opportunity to gain power for themselves by adopting Lutheranism. Many responses are likely to conclude that Luther was a central figure who acted as a form of catalyst to draw these factors together; others may consider that the princes are the chief players because of their willingness to use Protestantism as a weapon in their political struggle against the Holy Roman Empire. This is a broad question and due credit should be given for a variety of approaches.

Question 2

- (a) Explain briefly what is meant by the ‘Roman Inquisition’ in the context of the Catholic Reformation. **(3 marks)**

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. this was an institution which set out to enforce standards of morality and behaviour as well as belief in the Church and the hierarchy in 1542. **1**

- L2: Developed explanation of the term, linked to the context, e.g. as for Level 1 with some reference to the circumstances in which it was created i.e. when the Catholic Church was attempting to reassert its spiritual and moral authority. It was set up by Papal Bull and could imprison, confiscate property, torture etc. However, its effectiveness was limited geographically. **2-3**

- (b) Explain why Pope Paul III (1534–1549) was significant in the reform movement in the Catholic Church in the mid-sixteenth century. **(7 marks)**

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. possibly the first of the Popes prepared to consider any kind of reform in the Catholic Church, although achievements were not extensive. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Paul III was willing to call the Council of Trent (although not for purely religious reasons), he licensed the Jesuits in 1540 and set up the Inquisition in 1542. He was interested in the concept of a Council and summoned its first meeting in 1545. He wanted bishops to reside in their dioceses. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. as for Level 2 and has some appreciation that Paul III set the pace for future reform although he was a moderate. **6-7**

(c) ‘The work of key religious orders was the most important factor in reforming the Catholic Church in Europe by the end of the sixteenth century.’
Explain why you agree or disagree with this view. *(15 marks)*

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Answers are likely to focus on the contribution of the Jesuits through their schools, charitable and missionary activities, preaching, knowledge and discipline; the work of individuals like Loyola, Canisius etc. and the establishment of schools, colleges etc. Understanding of the Jesuit role at Trent and awareness of their missionary activities could be included. They were known as ‘the shock troops’ of the Catholic Reformation. Good answers will also refer to other orders such as the Theatines and Capuchins. Some may also quote female orders such

as the Ursulines who worked with the poor and the sick. Comparison/evaluation should be made against other factors such as the work of the Popes who also played a significant role, e.g. Paul III who authorised a report on the condition of the church (a first step to reform), Pius IV who re-opened the Council of Trent, and Pius V who reformed the Curia. The work of individuals might also be considered, e.g. Ignatius Loyola and his foundation of the Jesuits, St. Theresa in Spain and Philip Neri in Italy. If answers draw in secular rulers such as Philip II of Spain, who undoubtedly strengthened the Catholic Church in Spain, credit should be given. Reference would also be expected to the reforms inaugurated by the Council of Trent in clarifying doctrine and practice and possibly also to the Inquisition which sought to bring back individuals to the Church but by fear rather than by positive methods.

Question 3

- (a) Explain briefly what is meant by “Protestant cities” in the context of the Reformation in Germany. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. cities where the city council took over responsibility for reform and appointed pastors and tried to enforce conformity. 1
- L2: Developed explanation of the term, linked to the context, e.g. some understanding of the extremist nature of some of the towns, e.g. Munster where common ownership of property, polygamy and adult baptism were enforced; other cities where poor relief, charity and education were provided; the basic aim was to ensure all conformed to the reformed faith. 2-3

- (b) Explain why the Reformation took root in some parts of the Holy Roman Empire and not in others. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. there was support for the Reformation among the people, and particularly amongst the young. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the event through relevant and appropriately selected material, e.g. inability of the existing ruler to maintain control, e.g. Charles V in the Holy Roman Empire, a tradition of anti-clericalism; genuine religious conversions; places where certain groups, e.g. merchants/entrepreneurs/town councils were more open to change and often saw it as a route to independence; the educated, literate members of the community wanted and were able to attract religious leaders; the status of the laity was enhanced; Luther had stressed the power of secular authority; local rulers, e.g. princes in Germany, saw the opportunity to control the church themselves etc. 3-5

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. debates the relative significance of the political/religious/social issues which generated the change (as outlined in Level 2) and evaluates them. **6-7**

(c) ‘The Reformation in Geneva brought about dramatic changes in the way in which its people lived, worshipped and were governed.’
Explain why you agree or disagree with this view. *(15 marks)*

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Most answers will be able to identify changes in these areas, for example ‘lived’ – expect references such as to the role of the elders who had responsibility for the moral life of the community, the use of the Consistory to discipline groups and individuals and reshape morality, education and family life; ‘worshipped’ – e.g. the central role of the Eucharist and its restriction to believers, the regular sermons, the role of the clergy, and the checks and balances placed on their authority and the way they lived, e.g. through the *grabeau*; ‘were governed’ – the Ecclesiastical Ordinances set up a series of rules for the Genevan Church which Calvin intended should apply to Geneva as a whole generating a theocratic form of society. Taken at face value all of these changes were ‘dramatic’ but they did not occur overnight; there were conflicts over the Ordinances and the relative roles of the Council of Geneva and its leaders and of Calvin and the Consistory. Challenges were mounted in the 1540s, e.g. by Pierre Ameaux and Ami Perrin on a political level and by Bolsec and Servetus

on religious grounds. Answers which show awareness of these factors will be more cautious in asserting ‘dramatic change’ before the 1560s shortly before Calvin’s death.