



General Certificate of Education

History 1041

Specification

Unit HIS1C

Report on the Examination

2009 examination – June series

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Unit HIS1C

Unit 1C: The Reformation in Europe, c1500–1564

General Comments

The option attracted a wide range of candidates. The best scripts were outstanding, with candidates demonstrating conceptual sophistication, excellent levels of knowledge and a sensible appreciation of the need to organise their material effectively, especially in respect of the first parts of questions. Unfortunately, there was also a significant proportion of weaker scripts with candidates demonstrating a lack of effective knowledge and an inability to organise their material with full effectiveness. Timing was also a significant issue for some otherwise well-prepared candidates. In an examination which lasts for only 75 minutes it is essential that candidates do not over-write in response to the first sub-question, for which a maximum of only twelve marks is available; it was unfortunate that truncated final answers meant that some candidates paid a high price for the small number of extra marks which they might have achieved.

Question 1

- 01** This question was answered particularly well, with over 60% of candidates achieving marks at either Level 3 or Level 4. Most candidates were knowledgeable about the 95 Theses. The best answers showed an ability to use such knowledge effectively to support crisply a range of explanations which skilfully linked theological with non-theological explanations. Some knowledgeable candidates, whilst securing good marks on this question, arguably paid too high a price by over-writing and leaving themselves too limited a time in which to complete their later answers. Some candidates lapsed into irrelevance by writing about events which occurred after 31 October 1517. Centres should note the correct spelling of Wittenberg, and also that the town does not have a cathedral.
- 02** The best answers were outstanding, demonstrating a clear understanding of the application of printing to the success of the Lutheran movement. Most candidates were able to make sensible comments about the translation and printing of the 95 Theses and also grasped the importance of the 1520 treatises. Many candidates also knew about the dissemination and influence of woodcut images, though in some cases the quality of analysis was flawed because a minority of candidates seemed unaware that woodcuts were produced by means of printing technology. Amongst the limitations noted was a tendency to omit any evidence from the 1540s and 1550s and the lack of evidence of the use of printing by other Lutheran reformers. The influence of the works of Philip Melancthon, for example, was ignored by most candidates. Most candidates were able to place the importance of printing in the context of other factors which helped to explain the success of the Lutheran Reformation. A significant proportion of such candidates were able to achieve marks at Levels 4 or 5 by producing a range of other factors which were neatly linked to the key theme of the question.

Question 2

- 03** The best answers showed an effective general appreciation of the reasons why Anabaptists were objects of suspicion, closely linked with a specific grasp of the reasons why circumstances in Münster so alarmed contemporary authorities, Catholic and Lutheran alike. Unfortunately, there were also some very weak answers. Some candidates appeared to know nothing whatsoever about the suppression of Anabaptists in Münster. There was much irrelevant comment about the attitudes and influence of Thomas Müntzer who died ten years before the suppression of the Anabaptists in Münster.
- 04** This produced many good responses. Many candidates were well-informed about the influence within Geneva of Ami Perrin and the Libertines and the political opposition to Calvin which they offered, though not all such candidates were able to link their fall with their previous support for the anti-Trinitarian, Servetus. Knowledge of other opponents of Calvin, such as Castellio and Bolsec, was less developed. Candidates who had effective knowledge and understanding of Calvin's ability to overcome his opponents and who could link this effectively to a range of other factors could achieve Level 4 with ease. In understanding the other factors which helped to consolidate Calvin's influence, it would be helpful if candidates had a greater awareness of the *Consensus Tigurinus*, which brought about a substantial consensus between Geneva and Zurich and which greatly enhanced Calvin's prestige both within and outside Geneva.

Question 3

- 05** The best answers combined knowledge of a number of New Orders with a clear understanding of the reasons which underpinned their foundation. There does need to be a greater appreciation of the social and charitable reasons for the foundation of some Orders. Material on the foundation of the Jesuits by Loyola was deemed relevant. However, material on the Jesuits dating from after the confirmation of the Order by papal bull in 1540 was deemed irrelevant. Some candidates seemed to be completely unaware of New Orders, either writing about aspects of Protestantism or, alternatively, discussing the Tridentine Decrees. Such answers were deemed completely irrelevant.
- 06** In general, answers to this question were weaker than answers to Question 2(04). Whilst most candidates had an awareness of the importance of Paul III, only a minority had a nuanced understanding of the uncertain progress to reform which occurred during his pontificate. For too many candidates, Paul III was the only Pope whom they discussed. As a result the role of Paul IV in promoting his own narrowly defined approach to reform was understood by relatively few candidates. Similarly, more could have been made of the role of Pius IV in the promulgation of the Tridentine Decrees. The terminal date of the question (1564) meant that information drawn from the pontificates of Pius V and Sixtus V had to be deemed irrelevant. In general, candidates were most confident in their discussions of the Council of Trent, though the quality of linkage to the key theme of the question was variable.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.