



General Certificate in Education

AS History 5041

Alternative B Unit 1

Mark Scheme

2008 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.

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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.

January 2008

Alternative B: Europe in Transition 1470–1610

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 ‘the list of grievances’ (line 3) in the context of the state of the Catholic Church by 1521. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. the corruption of the Church was so bad that it was the subject of intense criticism by laity and churchmen alike. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. develops this in terms of e.g. uneducated clergy, too much income taken from it by the officials and the papacy; money made out of relics, etc. – this was the background to dissatisfaction with the Catholic Church and support for Luther’s protest, the reaction of Charles V and Luther’s subsequent excommunication. 2-3

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

Explain how **Source C** challenges the views put forward in **Source B** about the role of printing in the spread of the Reformation. (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: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. Source B emphasises the fact that printing gave some reformers the opportunity to spread new and different ideas e.g. releasing the Germans from bondage to Rome; Source C gives more prominence to the extent of the use of the press; the range of information/ideas and the effect which they had on views about the Catholic Church. 1-2
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. as Level 1 and also sees Source B as describing printing as a positive way of promoting reform and allowing people to think about religious issues for themselves whereas Source C sees printing as encouraging the work of radicals; the effect of the printing was more important than what it actually said. 3-5

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Source C challenges Source B, e.g. as for Level 2 and develops this, for example Source B is focussed on the content of the printed page and Source C more on its effects; both sources refer to intellectual freedom; ideas could travel faster across geographical boundaries etc. **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 – Source B indicates that Luther, alongside other reformers, made use of printing as a means of communicating his beliefs and saw it as an important and useful tool for informing people about the ‘true’ religion. Source C reinforces this by identifying the speed with which ideas and information could be spread, not just from a few individuals but from many. Printing allowed a wide range of ideas to be discussed. The source emphasises that it is the reactions to the content that are important not just the content itself and suggests that debate was encouraged. Source A suggests that the extent of the misdemeanours in the church had risen to such a high level that action was essential; particular mention is made to the (legal and financial) misdemeanours and those who were ‘unfit’ because they did not have the knowledge and understanding required for office. Luther had plenty of material to work on.

From own knowledge – candidates might quote in more detail other examples of printing e.g. the 95 Theses, which once committed to paper became widely known. Answers should also consider other explanations for the success of the Reformation e.g. the general dissatisfaction with the Church regarding issues of nepotism, clerical marriage, lack of education among the clergy, a high rate of absenteeism which was common throughout Europe etc. It could be argued, however, that these abuses were not new and had been commonly accepted; it was only when reformers such as Luther challenged them that they became less acceptable. Luther's challenge arose out of the influence of humanism and the concept of returning to the original texts (*ad fontes*), which generated different interpretations of the mass, indulgences, the role of priests etc. Political factors were also significant e.g. individual rulers/princes saw the advantages, often financial as well as spiritual, of throwing off the grip of the Catholic Church. The absence of Charles V for some periods, and the weakness of the central government could also be part of the explanation.

Level 1 responses may deal in a limited way with one factor only such as the weakness of the clergy. At Level 2 the range should be extended with some supporting material. Level 3 understanding may be shown through more analytical responses which show greater precision and exemplification and may offer factors which both support and oppose the proposition. Responses at Level 4 will offer some range and depth with some reference to relative contribution, thus establishing some balance in the explanation. Level 5 judgement may be demonstrated by effective prioritisation and evaluation of contributing factors.

Question 2

- (a) Explain briefly what is meant by 'the doctrine of predestination' in the context of Calvin's teaching. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. this was the view that God had already decided who should be saved and who should not. 1
- L2: Developed explanation of the term, linked to the context, e.g. as Level 1 and Calvin also saw hard work and a good life as proof of predestination; no-one knew whether they were one of the 'saved' or one of the 'reprobate' and so many strived to live good lives and were supported through persecution by their belief. 2-3

- (b) Explain why Calvin had successfully established Protestantism in Geneva by the 1560s. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he was invited by the Small Council who wanted the reformed religion to be established in the city; he quickly generated a structure and guidelines. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the city was already Protestant in name when he arrived so he was building on positive support; Calvin was a practical person and quickly established discipline and structure through his *Ecclesiastical Ordinances*; the religion encompassed all aspects of people's lives and provided a clear structure; he personally set an example of the life he wanted people to lead; he catered

for all in his system, including education for the children; penalties for not attending church were rigorously enforced 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. as for Level 2 and understands that, as well as introducing his own ideas, he quickly overcame the opposition e.g. of Servetus. Answers may suggest that the context/situation in Geneva was ripe for reform and e.g. Calvin was in the right place at the right time. **6-7**

(c) 'Calvin brought about a social and political, rather than a religious, revolution in Geneva.' 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

The main evidence for social revolution can be seen in daily life, e.g. the closing of the drinking houses, the prohibition against dancing, singing outside church, gambling, wearing inappropriate clothing and the power of the elders to supervise conduct and impose sanctions if needed. Provision was made for punishment, through the Consistory court for those who disobeyed, e.g. making a public confession or, in more extreme cases, excommunication or exile. Political revolution came through his establishment of the four orders of the church who were elected by the Small Council. Each order had a specific remit, e.g. elders, pastors, doctors, deacons. In turn, the Small Council was elected by the Council of Two Hundred. Election gave the system an appearance of democracy. The system was set up to operate the church; the City Council remained as a separate political body and any serious punishments had to be sanctioned by them, e.g. banishment or burning. Change took place over a period of 10 years or more; there was no swift 'revolution'.

Religious revolution began before Calvin arrived when the Council prohibited mass in 1536. However his work could also be argued as revolutionary as seen in the concepts of 'predestination' and 'double-predestination' although these concepts were not developed until the 1550s. Calvin did not accept transubstantiation; he believed in only two sacraments – baptism and the Eucharist; this was a major break with the Catholic Church. However, there were similarities with Lutheranism, e.g. he did not agree with indulgences, celibacy and pilgrimages. Also general government without bishops very significant.

Religious revolution, in terms of the beliefs and commitment of the people of Geneva, is harder to track than the more obvious social and political changes which took place. However, the relative ease with which Calvin overcame his opponents and the influx of refugees and immigrants from the 1530s could suggest that something significant was happening.

Level 1 responses are likely to be limited in range and depth and deal only with one aspect of the question or with both in very simple terms. Level 2 response will be able to provide some specific information although there may be an imbalance and the conclusions will be brief and insubstantial. By Level 3, there will be more overall breadth and material will be better directed to the issue of the change. In Level 4 answers the approach will be more balanced with some limited conclusions. Level 5 responses could be identified by their effective focus on comparing and assessing the outcomes, with recognition of variations within the themes.

Question 3

- (a) Explain briefly what is meant by 'reformed order' in the context of the Catholic Reformation in Spain. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. these were religious orders which began to reform/return more closely to the ideals they had when originally founded. 1
- L2: Developed explanation of the term, linked to the context, e.g. this change was partly attributable to the reforming work and ideas of Erasmus, the influence of the monarchs (Ferdinand and Isabella) and papal support for reform of orders such as the Dominicans and Franciscans. 2-3

- (b) Explain why the Jesuits were the leaders of Catholic renewal 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. the Jesuits were different and significant for their preaching and ministering in the community rather than in enclosed communities. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. in addition to their local preaching etc. they were also missionaries, touring France, Italy, Germany; they were outstanding educators founding schools and colleges attended by middle and upper class boys, thus influencing the social and political leaders of the future; they were also

confessors to royalty, e.g. in Spain and France and again exerting influence because of this; they trained the elites of Europe and played a significant role in the Council of Trent.

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. their training, knowledge, commitment and piety marked them out as special; their influence over the leaders of society was also significant; they were a significant evangelical element of the Catholic Reformation, working to ensure that its principles were followed through.

6-7

(c) 'The Council of Trent's main achievement was to reinforce the power of the Pope.'
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

The Council of Trent was intended to reform the Catholic Church. The Pope wished to reform, clarify and confirm doctrine in view of the threat of heresy; this contrasted with the hopes of Charles V for the reform of abuses; control of the clergy was also important. The Popes succeeded in their aim, e.g. the basis of doctrine was tradition as well as scripture; issues such as the validity of the Ten Commandments were confirmed; the sacraments were established by Christ; the issue of transubstantiation was confirmed. In addition, the clergy were to be subject to more and clearly set out discipline, e.g. pluralism and absenteeism were condemned, bishops had the authority to carry out visitations; all priests and bishops were to be capable of preaching; absenteeism was not acceptable; inspections of dioceses were to be carried out regularly etc. The Popes also improved church administration, clarified the liturgy and issued manuals such as the Breviary and the Missal to guide the lesser clergy. The Pope was not

subject to the control of the Council. All of these actions, stages and statements enhanced and reinforced the power of the Pope.

However, the Council was also as important in other areas, e.g. making Catholicism more accessible to the ordinary people; the ordinary parish priest was better empowered through his education, knowledge of the liturgy, ability to preach etc. The work of the Jesuits was also supported by the Council; education was vital and they provided it.

Answers at Level 1 are likely to be brief and insubstantial with perhaps fleeting references to the links between the Council and the Pope. Level 2 responses will have more depth but limited range with insecure links to the question. Level 3 answers will consider a range of issues relevant to the power of the Pope and other factors with relevant but variable links to the question. Level 4 answers should have balance and some depth showing, e.g. an appreciation of the range and significance of the achievements of the Council as opposed to a range of other factors leading to a conclusion. At Level 5 answers of this kind will be better developed and clearly argued.