



General Certificate of Education

AS History 1041

Unit 1: HIS1C

The Reformation in Europe, c1500–1564

Mark Scheme

2010 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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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

January 2010

GCE AS History Unit 1: Change and Consolidation

HIS1C: The Reformation in Europe, c1500–1564

Question 1

- (a) Explain why Martin Luther was ordered to appear before the Diet of Worms in 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.

Luther's appearance before the Diet of Worms was the culmination of a process which had grown out of his initial challenge to the sale of indulgences which began in October 1517 and occurred as a direct result of a favour secured from the recently elected Emperor, Charles V, by the Elector of Saxony, Frederick the Wise.

Answers should include a number of key reasons as to why Luther was ordered to appear before the Diet. Candidates might include some of the following political factors:

- the most important of these was the obligation felt towards the Frederick by the recently elected Emperor, Charles V for helping to organise his election as Emperor
- the influence wielded over Frederick by his chaplain, Georg Spalatin, an early follower and defender of Luther, who did his best to ensure that the Elector remained sympathetic to Luther's political plight
- Charles V's possibly misguided sense of fairness in granting Luther a hearing.

These political factors need to be linked to the religious context:

- by 1520 Frederick was fully aware of the religious enthusiasm which had developed from Luther's attack on indulgences which had culminated in his being declared a heretic
- he was aware also of the increasingly suspicious attitude towards the Papacy which had become prevalent in Saxony.

To reach the highest levels, candidates will need to show the inter-relationship of the reasons given. For example, they might link Spalatin's pressure on Frederick to Frederick's own influence over the Emperor.

- (b) How far was the success of the German Reformation in the years 1521 to 1529 the result of the weaknesses of the Emperor Charles V? (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.

In 'how far' questions, candidates should be able to make a judgement by balancing points which suggest that Charles's weaknesses were crucial to the success of the German Reformation against others which do not.

In 1521, whilst Luther had generated an enormous popular following, there was no German Reformation *per se*. However, by 1529, the nature of the Diet of Speyer demonstrated the extent to which the Lutheran Reformation had become political; as such, therefore, we should expect a degree of political evaluation of the process. Within this context the role and

importance of the Emperor are crucial. Though it might seem paradoxical, given the immense power which he undoubtedly wielded, Charles did struggle to contain the advance of the Lutheran movement. He was often forced to negotiate and compromise, often, as in 1526, from a position of weakness brought about by circumstances which were unrelated to the religious situation in Germany.

Factors suggesting that Charles's weaknesses were significant might include the following:

- in 1521 in particular the Emperor was hampered by his sense of honour in standing by the Imperial safe conduct for Luther which less scrupulous rulers might have ignored
- the inability of Emperor and Pope to settle their differences meant that they could not offer a united Catholic front against the Lutheran challenge
- the problems posed for Charles by external factors, especially the threat to the eastern parts of the Empire from the Ottoman Turks, limited his room for manoeuvre at crucial times.

Factors suggesting that other factors were significant might include the following:

- the scale and extent of political support for the German Reformation amongst many princes and cities
- the level of popular support for Lutheranism, both in cities and in the countryside, from the start of Charles's reign.

Question 2

- (a) Explain why John Calvin was expelled from Geneva in 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.

Calvin, having arrived by chance in Geneva in 1536, was invited by Guillaume Farel to remain in the city and to do what they both considered to be God's work. The speed and apparent ruthlessness with which they set out to do this brought about conflict with the 'Libertines' amongst the civic authorities and their temporary expulsion from the city.

Answers should include a range of reasons as to why Calvin was expelled. Candidates might include some of the following factors:

- Calvin, along with Farel, faced opposition from a number of members of the city council who were sceptical about both their theology and their methods
- the Council and the theologians clashed, in particular, over their version of the Creed, which they regarded as potentially heretical
- members of the Council feared that Calvin (and Farel) wished to set up a theocratic state which would limit their own power. This came to a head in January 1538 when the Council refused to grant them powers of excommunication. When Calvin and Farel

retaliated by refusing the Eucharist to councillors and others at Easter, they were expelled

- Calvin did not succeed in achieving all of his objectives
- Calvin himself was uninterested in certain aspects of government.

(b) How far was Geneva a theocratic state 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.

In 1538 the city council in Geneva had expelled Calvin and Farel rather than be subject to a system which might have evolved into a theocracy. By the time of Calvin's death, however, Geneva had evolved a religious and political system which some have described as theocratic.

In 'how far' questions, candidates should be able to make a judgement by balancing points which suggest that Geneva had become a theocratic state against those which suggest that it had not.

Factors suggesting that Geneva was a theocracy might include:

- the Church's control over the right of excommunication
- the legal system which gave the Church considerable autonomy
- the Church's power which was underpinned by the Consistory
- Calvin's personal influence over the city council which undoubtedly increased.

On the other hand:

- in practice, in the later stages of Calvin's life Church and State operated largely in partnership
- it was the civil authorities who upheld the heresy laws
- Geneva's traditional structure which vested authority in the hands of the syndics remained substantially unaltered. (In other words, the city might have *appeared* theocratic as long as Calvin's supporters controlled the council, but such support was neither permanent nor guaranteed)
- Calvin did not succeed in achieving all of his objectives and was, in any case, uninterested in certain aspects of government.

Question 3

- (a) Explain why the Society of Jesus was formally recognised by Pope Paul III in 1540.
(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**
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- 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.

The Society of Jesus originated as the 'Company of Jesus' and was founded by Ignatius Loyola and six colleagues in Paris in 1534. It became an official Order of the Catholic Church when afforded papal recognition in 1540.

Answers should include a range of reasons as to why the Jesuits were recognised. Candidates might include some of the following factors:

- Loyola's personality, organisational skills and dynamic leadership created a positive impression on the Pope. "There is the finger of God."
- the seeking of papal commendation in 1537 came at precisely the time when Pope Paul III was moving to a position which would explicitly favour Catholic reform and the Jesuit movement was increasingly perceived as a movement which would facilitate reform
- the movement benefited from the willingness of a number of cardinals to support their achievement of the status of a religious Order
- the Jesuits had support from aristocratic members of society who had gone through the spiritual exercises.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example, Loyola's personal qualities created a particularly strong impression because the Pope was already looking to widen the mechanisms for Catholic reform.

- (b) How important was the work of the Jesuits to the reform of the Catholic Church in the years 1540 to 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**
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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.

In 'how important' questions, candidates should be able to make a judgement by balancing points supporting importance against others which do not, and the answer could be exclusively based on the focus of the question.

By 1564 it was evident that the Catholic Church was undergoing fundamental reform, though this was only the beginning of a process which lasted long after this date. The Jesuit contribution to reform was substantial. Even a Protestant historian like A.G. Dickens could write of its “astonishing early achievements”.

Factors suggesting that the Jesuits were crucial to the early process of Catholic reform might include:

- it had a significant influence on the early process of Catholic renewal in Italy and Spain
- it was particularly important in the recatholicizing of parts of Germany, a process which originated in the 1550s
- Jesuit colleges were set up, often from 1555 with an explicit reconversion function; in the process the Jesuits, in Diarmaid MacCulloch’s words “moved from Catholic Reformation to Counter Reformation”
- the missionary movement to the non-Christian world began in 1549.

However, it is legitimate for candidates to place the Jesuit contribution in the context of a number of other factors which also contributed to this process of reform. Factors suggesting this might include:

- the effectiveness of other New Orders
- the transforming effect individual Episcopal reformers, particularly in northern Italy
- the commitment, sometimes variable, of popes from Paul III onwards to reform
- the short-term impact of the reforms emanating from the Council of Trent.

It is also legitimate for candidates to point out the limitations in the Jesuits’ contribution:

- much of their most successful missionary work in Europe came after 1564
- much of their success in the non-Christian world came after 1564
- Jesuit effectiveness was reduced by internal divisions, especially over the role of Rodrigues in Portugal.