

Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

- HIS1C: The Reformation in Europe, c1500–1564



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS1C Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

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AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers

General Introduction by the Chief Examiner

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

Unit 1

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

GCE History HIS1C: The Reformation in Europe, c1500–1564

Responses to June 2009 Questions

Candidate 1

1 (a) Explain why Luther attacked the sale of indulgences in 1517. (12 marks)

In 1512 Luther pinned his 95 Thesis, 95 points attacking the Catholic Church, to the door of the Wittenburg Castle Church. His main points of attack was that of the sale of indulgences. Indulgences were sold on the authority of the Pope as a form of good work. They promised salvation. You could pay to remove your sins. There many reasons factors for Luther's attack on these.

The issue of indulgences had come to a head for Luther when John Tetzel, a Dominican Friar, had been selling indulgences near Wittenburg.

Luther's main reason for attacking the sale of indulgences was that they offered false salvation. He did not believe that one could just pay to alleviate one's sins. As he relied upon the Bible (New Testament) for authority and as nowhere there did it mention anything about indulgences, they had no authority and did not work. He did not believe that the Pope had any authority so these being sold on his authority meant nothing. This meant that they had to be attacked as they were wrong.

Secondly Luther saw these as a part of the Church's wider corruption. The church in 15th and early 16th century was becoming more and more corrupt. Pope's more interested in power and wealth than faith. Lower clergy rife with absenteeism, pluralism and illiteracy. These indulgences were just being used as a source of revenue by the Papacy. The Papacy wanted to fund foreign policy and Leo X, the current pope, had a keen interest in art and used them to fund the Cistine Chapel.

Final reason was that were distracting from the faith. They were part of the Catholic Church's perversion of Christianity. Luther believed a man would do good work because he was a good man. Thus these so called good works of indulgences should not be sold as they offered false salvation, but as they were unnecessary.

In conclusion there were many reasons for Luther's attack on the sale of indulgences in 1517. The main reasons were that they offered false salvation, that they were a part of wider church corruption and that a good man would do good work anyway so these were unnecessary. However this 95 Thesis was only meant to stimulate academic debate thus written in Latin! Never meant to evolve into a split in the church.

Principal Examiner's Comments

The candidate has produced a focused and well-argued response. The immediate historical context is established crisply. A range of well-supported reasons for Luther's attack on indulgences was established, and appropriate links are made between the reasons. The answer therefore meets the criteria to be placed in Level 4, a mark of 10.

Candidate 2

- 1 (a) Explain why Luther attacked the sale of indulgences in 1517. (12 marks)

Indulgences were papal documents which could be bought for a fee and which would be bought by an individual to achieve salvation. These could be further bought for loved ones who had passed away and who might be stuck in purgatory. It would supposedly ensure that they were sent to heaven. In fact, indulgences were being offered to the public by the Catholic Church to increase the income of the Church. Moreover to fund the rebuilding of St Peter's Basilica in Rome. In Wittenberg, Luther saw a friar, Johan Tetzel selling the indulgences and was deeply angered by this. He saw it as immoral that salvation could be bought like this and that it was a way for the church to profiteer further angered him. He saw the church as even more corrupt as he had witnessed ill-behaviour in Rome when he had ventured on a pilgrimage a few years earlier. In response to the sale of indulgences, he posted his 95 Theses against the sale of indulgences on the castle church door in Wittenberg on All Saints Day, the day when indulgences could be bought.

Principal Examiner's Comments

The candidate begins by defining and describing the nature of indulgences. Unfortunately, though much of the information could have been used to support analytical points relating to Luther's action, it is used primarily descriptively as part of a narrative of the events of 1517. The answer does become more analytical in its later stages. However, the explicit links to the question are rather limited, and it is thus judged to be a Level 2 response, a mark of 5

Candidate 3

- 2 (a) Explain why the Anabaptists were suppressed in Münster in 1535. (12 marks)

The Anabaptists were suppressed in Münster in 1535 because their belief in adult baptism was a threat to society. When a child was baptised, they not only became part of the church, but part of the state as well. In arguing that infant baptism was wrong, the Anabaptists were removing state power and the authorities didn't want to lose power over society.

Most Anabaptists were communitarians and when Jan Beckles and Jan Matthys arrived in Münster they abolished private property and refused to pay taxes. This made them seem like anarchists, also lessened the power of the princes, so they wanted to crush the movement and all opposition to their power.

Finally, the Anabaptists were suppressed at Münster in 1535 because the Reformation had left Europe divided into 2 camps, Catholics and Protestants. Because Anabaptists fitted into neither group, they were seen as a threat whether they were in Protestant territory or catholic. The two divisions united in the short term to crush their mutual enemy at Münster, when Philip of Hesse's forces joined with the forces of the Bishop of Münster's. The Anabaptists stood out because they didn't belong and this made them an easy target to eliminate the threat to society and imperial power they posed.

Principal Examiner's Comments

The candidate offers relevant explanation supported by appropriately selected information. A range of reasons are put forward to explain the suppression of the Anabaptists at Münster. Though the answer is analytical in form, the quality of analysis lacks sharpness and the supporting evidence relating to the situation in Münster, whilst relevant, is somewhat lacking in precision and depth. The answer therefore shows a good enough understanding to be placed in Level 3, though its limitations ensure that it is placed at the bottom of the level, a mark of 7.

Candidate 4

- 2 (b) How far was the success of the Genevan Reformation to 1564 a result of Calvin's actions against his opponents? (24 marks)

The successes of the Genevan Reformation 1564 was due partly to Calvin's actions against his opponents, but also due partly to consistent strength of his own views and ideas, but also organised, thoughtful and well structured church and council lay-out which enabled him to exert much social control.

Calvin was swift and decisive when dealing with his opponents. Theological opposition came from Balsec whom rejected the idea of double pre-destination. Being a fundamental doctrinal issue Calvin entered into debate with Balsec, and won. He then exiled him for heresy. This was important as it stopped views opposing Calvin's from spreading giving him social control.

Calvin also faced further opposition for Philibert Berthelier and the Favre family. Berthillier often "passed wind", coughed and talked through Calvin's sermons. Calvin then excommunicated him from the church and banned him from taking the Eucharist – a fundamental part of Christianity. However the Favre family, who were accused of immorality for things such as dancing, disliked Calvin's social control. Ami Pernin gained a place on the Council of Geneva and forced Calvin to allow Berthillier back into the church. However, the Favre family were greedy and Pernin lost council elections and fell out of power. The quick decisive way Calvin dealt with his enemies did aid the success of the reformation in Geneva, but many other factors were of equal importance.

Calvin's views and Calvinism were well structured and well thought out. All his doctrinal teachings and ideas were together in one book, "Institutes of the Christian Religion." Although this book expanded over time his views never changed he merely clarified and added detail. This was different to Luther whose ideas were often changing and never organised systematically into one book unlike Calvin's. This detailed and systematic approach played a great part in Calvin's success.

Equally he had a organised and hugely well structured church. The church had clear concise votes such as pastors, deacons and lay elders. Lay elders were particularly important as they were elected from the community and played a vital role in ensuring people were behaving in a way that Calvin expected again giving Calvin vast amounts of social control. Equally different jobs had different roles, pastors were in charge of preaching and sermons, whereas deacons helped to look after the sick poor and needy.

Equally pastors had to attend a gravev to discuss both criticisms and praises of

themselves and each other. This allowed them to develop and become better and more thoughtful pastors. Calvin also managed to keep the church separate enough from the state and Council of Geneva for magistrates and councillors to feel like they had control, but involved enough to make sure Calvin and the church had some level of social control.

Furthermore the political turbulence and previously failed attempt to reform Geneva meant that it was an easy and willing place to reform and to enforce religious and social order. The academy for teaching Calvinism built later, and the appointment of Bucer as a successor ensured the longevity of the Calvinist reformation.

Although Calvin's dealings and suppression did help to gain social control, and help the success of the reformation, the structured and highly disciplined organised nature of both his teachings and his church played the main part in ensuring the success of the Calvinist reformation in Geneva in 1564.

Principal Examiner's Comments

This is in many respects a wide-ranging response. The answer shows an explicit understanding of the demands of the question. Calvin's defeat of his opponents is placed in an appropriate context of the wider reasons for his success, and the answer is well organised. The specific material on Calvin's opponents is, for the most part, used effectively. It thus shows many of the strengths of a Level 4 answer. It is, however, placed at the bottom of that level because the omission of any consideration of the fall of Servetus limited the effectiveness of the candidate's treatment of Calvin's triumph over the Libertines.

Candidate 5

- 3 (b) How important was the Papacy in reforming the Catholic Church in the years 1534 to 1564? (24 marks)

In 1534 Paul III became Pope. He was the first reforming Pope and was very important to getting the process of the counter reformation started.

When Paul III became pontiff he was sure that a church council was necessary. He didn't like that idea as, like previous Popes, he believed this would decrease his power. However he saw this as less of a threat than the growing strength of Protestantism. In 1540 he also created the Society of Jesus, (the Jesuits) who were very important in the counter reformation and so it can be said that, as Paul III started the 2 most important factors of the counter revolution, he was crucial to church reform.

Paul III and later popes also guided the Council of Trent closely, controlling it through Papal legates such as Lainez and Salmeron. This means they had significant impact on the decisions of the council (especially as the Pope had to agree to them) and so were very important to the direction the reform took. For instance the Papacy (unlike Charles V the other big supporter [originally] of the council) took a very hard line on doctrine and so the church doctrine set out in the Tridentine decrees was very hard line and conservative. The Popes also took an active role in the reform of the Curia the Pope's "privy council" and it confirmed the Popes right to appoint all bishops. It can thus be said that the Pope had a huge amount of influence on the outcome of the Council of Trent and so the Papacy was

very important in reforming the church.

However the Tridentine decrees were resisted by many Catholic rulers. For instance Phillip II would only implement them in his territory Spain, and the kingdom of Burgundy (Holland etc) if they didn't reduce his power. The emperor never accepted them even if many individual Catholic rulers in Germany did, and most importantly the French kings never accepted it all to the extent to which they were appointing bishops without Papal consent right up to the French revolution. It can thus be said that even though the Pope had considerable influence over the Tridentine decrees themselves he had little over their implementation which meant his importance in the reformation of the church was decreased to the benefit of lay rulers.

Other factors were important to the counter reformation which were under less direct papal control. The new orders such as the capuchins were not directly responsible to the Pope and they had a significant impact on re-spiritualising the church. The Jesuits also played an important role with their Jesuit colleges (as there were very important Jesuit colleges in Cologne and Vienna) providing many of the highly educated dedicated priests that implemented the reforms of the church at a lower level eg individual parishes as well as leading theologians such as Lainez and Salmeron who played an important role as Papal legates in the Council of Trent and Canisius who founded over 40 Jesuit colleges in Germany and played an important role in keeping the Catholic Church in Germany alive. For instance he persuaded Ferdinand the Holy Roman Emperor not to change the clauses of the Peace of Helberg when under pressure. This would have been disastrous as it is likely that if the church rulers (archbishops etc) were allowed to go Lutheran the Elector Archbishop of Cologne would and so 4 of the 7 Electors would be Lutheran. This would make the disastrous proposition of a Lutheran Emperor inevitable. This shows that there were other figures and orders who played a role in reforming the Church thus decreasing the negative importance of the Papacy.

All factors previously mentioned have fit into the category of the counter reformation. There was however a Catholic Reformation that was going on which was separate and distinct from the counter reformation. It played a significant role in church reform. For instance Ferdinand and Isabella had (before the period in question) reformed the church in Spain, removing abuses and re-spiritualising it. During the period 1534 to 1564 this was significant as many priests left Spain to preach elsewhere and improve the churches quality. For example the Bishop of Milan was Spanish and he cleaned up the Church in Milan and formed a Catholic school of such quality that it played the same role as Geneva for Calvinism for Catholicism, eg. it exported priests to the surrounding area to improve the church eg North Italy. The Papacy also copied the Spanish Inquisition forming the Holy Office which was significant.

In conclusion the Papacy dominated church reform between 1534 and 1564 especially as by early in this period 1541 the other main supporter of reform Charles V had given up on it. This meant the Pope decided the direction and so was significant.

Principal Examiner's Comments

This is an impressively penetrating, focused and closely argued response. The candidate demonstrates an effective and comprehensive knowledge of the Catholic Reformation, and wide-ranging material is used sharply in support of an

often subtle argument. The importance of Pope Paul III is clearly understood and the links made between the papacy and the Council of Trent are particularly well done. The answer was not perfect. The reference to the "Spanish" bishop of Milan can only refer to Carlo Borromeo, who was not Spanish, and we could have done with more specific material on popes late than Paul III. However, the answer as a whole is very impressive and was judged to be worthy of Level 5, a mark of 23.

Candidate 6

- 3 (b) How important was the Papacy in reforming the Catholic Church in the years 1534 to 1564? (24 marks)

There were many reasons for reformation within the Catholic Church in the years 1534 to 1564. The Papacy were evidently very important. The spread of Lutheranism and Calvinism was another. New orders also affected this and so did the Holy Roman Emperor Charles V.

In 1534 the new Pope Paul III came into the Vatican. He realised the need for reform. He saw the problems within the church and noted the threat of Lutheranism. He finally listened to what had been called for for years and ordered a Church council. In 1545 the Council of Trent met. It was to last to 1563 and met in 3 stages. Only the Pope was able to call such a council so with the Papacy, this chance for inner reform would have never come around. The Council confirmed many matters. It stood firm on Catholic beliefs and did not compromise Lutheranism. It confirmed the 7 sacraments, that at Eucharist the congregation should only take the bread and that the Pope had authority. It did note that there was corruption within the church and did make changes however it was made sure that these would not apply to Rome. Overall the Council strengthened Papal authority. The Council had a few short term effects on abuses and the spread of Protestantism but it had made a start to reforming the Catholic Church.

Another key factor in reform was Lutheranism and Calvinism and the spread of their ideas. If these altering beliefs had never come then there would not have been need for reform. It was only due to Luther that church practices were questioned so without him perhaps inner reform would never have been needed. However, we can never be sure of this, perhaps without these influential figures in the reformation, others would have appeared and called for reform within the Catholic Church, Luther of course had originally never meant to split the Church but cause academic debate and reform from within. They had caused a threat to Catholicism and were the reason the papacy realised the need for reform and why the Council of Trent was called.

New orders such as the Jesuits were also a key part of reforming the Catholic Church. They helped with the counter-reformation and saw need for reform within the church. Jesuits were some of the key scholars at the Council of Trent where church reform was agreed.

Lastly Charles V had been calling for a church council for many years but without the support of the Papacy he had had to make do with Diets such as the Diet of Worms and there was very little that could be done with these. So while that he did play a major role in reforming the Catholic Church, he had tried to.

In conclusion the Papacy were important in reforming the Catholic Church in the

years 1534 to 1564. If it weren't for Pope Paul III coming into the Vatican reform perhaps would not have happened as he was a noted reformer. And only he had the power to call a church council. But there were other factors such as the Protestantism spread and new orders.

Principal Examiner's Comments

This response shows enough of a developed understanding to be adjudged worthy of Level 3. There is some discussion of the papal influence on reform in the second paragraph, and this is linked to a treatment of the Council of Trent. Some of the answer is descriptive, and the candidate struggles to maintain relevance in the third paragraph. The fourth and fifth paragraphs attempt to present a wider context for reform. The conclusion is relevant, though under-developed. The answer, whilst showing a grasp of the demands of the question, lacks depth, and is therefore placed at the bottom of the level, a mark of 12.