

GCE
AS and A Level

History

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1C **Specimen mark scheme**

Version 1.1





General Certificate of Education

AS History

Unit 1: HIS1C

The Reformation in Europe, c1500–1564

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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

Specimen Mark Scheme**GCE AS History Unit 1: Change and Consolidation****HIS1C: The Reformation in Europe, c1500–1564****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Why did the issue of indulgences lead to the Reformation in Germany by 1520?
(12 marks)

Target: AO1(a), AO1(b)

Indicative content

Answers should show some understanding of the theory/nature of indulgences, e.g. they are 'passports to heaven', part of the 'treasury of merit' earned as a result of good works; they reduce time in purgatory and could even be bought for dead relatives or by dead people. Luther's belief in 'sole fide' made purgatory unnecessary/redundant; justification could be gained by faith alone. Tetzels 'sale' of indulgences in 1517 brought the matter to a head. It led to Luther's publication of the 95 Theses, which questioned the nature of indulgences, their purpose and God's role. The availability of the printing press led to the spread of his ideas beyond Wittenburg and led him eventually to deny the authority of the General Council of the Church. This made Luther an insurgent/revolutionary. By 1520 he had published his pamphlets which explained his ideas of 'sola scriptura' and 'sola fide' in place of purgatory and hell.

(b) How important were humanist ideas in influencing the course of the Reformation in Germany?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

Humanism was important because it encouraged scholars and students to study early texts in their own right without attempting to interpret them from a purely Christian viewpoint and thus to arrive at 'the truth'. Part of this development was to also to go back to the original texts of the great Greek and Roman authors, e.g. Petrarch and Plato, and see what they said rather than read the translated, abridged and sometimes corrupted texts. This led, for example, to the discovery that the 'Donation of Constantine' was a forgery; this text had long been seen as evidence that the power of the Pope was political as well as religious. The consequence was that Popes were seen as less powerful.

Some texts appeared to have errors in them and this encouraged the study of Latin which became a medium for scholars to communicate on an international level; thus ideas could spread more quickly and significant questions could be debated between scholars. This in itself also encouraged a 'search for the truth' in texts of all kinds, including religious texts.

Humanism took many forms; one of these was 'civic humanism' and led to a study of political systems, freedom and 'virtue'. This also had an impact on the Church in terms of its duties and authority; it was often interpreted to suggest that each individual had some freedom to make up his or her own mind; this encouraged further theological debate.

Erasmus was particularly important in using classical texts to help to interpret Christian thought. His *Handbook of a Christian Soldier* promoted personal faith through the individual reading the texts and applying them to their own lives. More importantly his Greek New Testament of 1516 aimed at correcting the errors of the Latin Vulgate Bible. His earlier work, *In Praise of Folly* generated extensive criticism of the Catholic Church, e.g. of lazy monks, false relics etc.

Other factors:

Luther; the indulgence controversy and the *95 Theses* were probably the spark which began the controversy but may not have been possible without the background of humanism; this was then compounded by political issues: e.g. the Imperial Election was taking place and the Pope wanted the support of the princes against the Holy Roman Emperor, and so was not prepared to make an issue of princely support for Luther; Charles V took 4 years (until 1521) to summon Luther to account at Worms, partly caused by his frequent absences from Holy Roman Empire; Ferdinand (his brother) was not keen to take sides; open conflict (the Schmalkaldic War) did not occur until 1546. Although Charles appeared to have won, by 1552 the tide was turning. Maurice of Saxony had regrouped the Protestants and Charles agreed to the Treaty of Passau 1552. By 1555, when Charles had abdicated, the Peace of Augsburg provided for 'cuius religio, eius religio'. This remained in place for 200 years. But there was no real toleration, only acceptance of each other's existence.

Question 2

(a) Why did Geneva become the centre for Calvinism in the 1540s? (12 marks)

Target: AO1(a), AO1(b)

Indicative content

To some extent there was a tradition of freedom in the city, which was technically ruled by the Duke of Savoy but in practice much authority was devolved to the prince bishop and the clergy, so it was easier to change. Its geographical position also put Geneva at a crossroads, open to, for example, the influence of Berne (Protestant since 1528). Guillaume Farel therefore found it relatively easy to encourage the growth of Protestant ideas, and when Calvin arrived in 1536 this was consolidated. Calvin acted quickly and drew up a Confession of Faith which could unite the city; however, this was short-lived and both Calvin and Farel were expelled in 1538. Calvin used this period to develop a second edition of *The Institutes of the Christian Religion* and gained further experience preaching and teaching under the guidance of Bucer. By 1540, his return to Geneva enabled him to put this experience into practice; he established the structure set out in *The Ecclesiastical Ordinances*, e.g. of Company of Pastors, Consistory, the Grabeau, Deacons and Lay Elders which gave the church strength and clarity.

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- (b) How important was the role of the Consistory in explaining Calvin's success in Geneva?
(24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

The Consistory – this dealt with a mixture of religious and legal/political aspects of Calvin's system; it was seen as a key element of the theocracy, providing structure and authority. It was not a new idea – one operated in Berne – but the Genevan Consistory had greater authority, i.e. it educated the people through, e.g. sermons, learning and reciting the catechism, through counselling, e.g. about domestic issues – sometimes condoning divorces; it also dealt out justice, e.g. punishing people for crimes such as dancing, gambling, drinking; punishments varied from excommunication (which had to be approved by the town council) to imprisonment and simple reprimands. The Consistory also dealt with more social issues, looking to support families. It did not deal with matters of a criminal kind: the town council did this.

There were other factors in Calvin's success: he personally would deal with opposition/challenges of a theological kind, e.g. from Castello 1544 who was hounded out of the city for objecting to the Song of Songs being treated as a religious text; from Bolsec, 1551, who challenged Calvin about predestination, and from Servetus, 1553, who argued the concept of the Trinity and was executed. Perrin and the Libertines also challenged him about authority to excommunicate. Calvin was usually supported by the Council in such cases. Perrin eventually left Geneva after losing the council election in 1555. Calvin had strong support from those who found refuge in Geneva from persecutors, e.g. French protestants.

Calvin's preaching was also a strength; he regularly preached 5 times over a period of two weeks; this meant he was in close and regular contact with the people of Geneva and was able to influence them effectively. He encouraged the production of psalms and religious tracts, read by the people of Geneva, and also exported large numbers of these publications. Through the structures that he developed, Calvin could cater for strength and development, e.g. through the Grabeau he could discipline the pastors and through the Academy he could ensure that the next generation was trained in Calvinist ways and theology. By 1564, there were 1300 students at the Academy. His knowledge and organisational abilities were much respected; his preaching gave him a central role which provided stability. His book, 'The Institutes of the Christian Religion', was the guide to belief; his view of predestination was particularly influential. Personally, he set an example and was a good family man. The concept of 'predestination' might be seen as the main draw for those who followed him, although this was a concept developed later in his career; it provided his followers with some certainty.

Undoubtedly, Calvin's success was consolidated over time and the Consistory played a role in this, but his own strengths and the collapse of the opposition over time were also significant.

Question 3

- (a) Explain why the popes were reluctant to summon a General Council of the Church before 1545. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Much of the initial impetus for the Council, which was made up of leading bishops and theologians, came from Charles V and thus popes were reluctant to comply because they felt that this could diminish their authority. They were afraid that secular rulers would attempt to dominate the proceedings and subsequently try to use this to achieve authority over the Catholic Church in their own country/state. The Italian wars generated concern and the Sack of Rome in 1527 suggested that papal concerns were warranted. It had been some time since a General Council had been summoned (1414) and so there was limited precedent for its deliberations. There was uncertainty about the nature and extent of its authority. Popes were also afraid of the loss of wealth and status which their role gave them. Their acquisition of Renaissance culture through, for example, art, literature etc. might be lost if a new spirit of reform swept through Europe. In addition, some popes were more concerned about their secular role than their spiritual role.

- (b) How far was the Council of Trent successful in reforming the Catholic Church by 1564? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Indicative content

The work of the Council stretched over 18 years, meeting for a total of 4 years in that period. It was dominated by Italian representatives and there over 200 in total although the decisions were taken by a small minority and those decisions then had to be approved by the papal legates. There were conflicts over priorities, e.g. Charles V wanted reform of abuses but the popes wanted to focus on doctrine. In addition the authority of the Popes outside Italy was dependent upon secular rulers and cliques and factions formed to thwart him. Bishops wanted to be free from papal control and, e.g. challenged the authority of the Pope by claiming that their authority came direct from God.

However, a series of decrees were issued and the Church consequently had a clear set of beliefs and a structure for the Church, e.g. the Church asserted that the basis of doctrine was both scripture and tradition, it affirmed the sacraments, a range of doctrines, e.g. the bread and the wine are converted into the body and blood of Christ, justification is available to all etc. Regarding the structure of the church, e.g. the role of the pope and the clerical hierarchy was confirmed, preaching was clearly supported as a prime activity, pluralism was condemned, visitations were to be carried out regularly, a range of committees (congregations) were set up to deal with administrative affairs and the atmosphere of the Vatican became more austere overall.

The major issue regarding 'success' was how this translated into action in the political states of Europe. Philip II accepted the decrees but reserved the right to challenge any infringement of his authority; the Catholic princes of the Holy Roman Empire generally adopted the decrees but

some were less enthusiastic, e.g. Ferdinand (brother of Charles V); the French wars of religion inhibited their acceptance until the early 17th century.

Overall the Catholic Church, even in areas where it was no longer the only church, was more vigorous, less corrupt and more certain of its theology.