



General Certificate of Education

AS History 1041

Unit 1: HIS1C

The Reformation in Europe, c1500–1564

Mark Scheme

2009 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 2009

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 controversy over indulgences lead to conflict between Martin Luther and the Papacy by 1520? **(12 marks)**

Target: AO1(a), AO1(b)

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.

Answers will need to show some knowledge and understanding of indulgences and how they were deemed to reduce the amount of time a soul might spend in purgatory. By the autumn of 1517 Luther was already moving towards a theology of justification by faith which would render notions of purgatory superfluous. Matters were brought to a head not so much by Luther's wrestling with his own conscience but by the exploitative sale of indulgences by the Dominican Johannes Tetzel, which prompted the issue of the 95 Theses.

What was originally intended as an academic debate quickly took off. Answers should include a range of reasons why this happened. Candidates might include some of the following factors:

- Luther clearly received much popular support which helped to exacerbate the conflict. This was shown by the speed with which the 95 Theses were translated into German, printed and widely distributed
- the response of the Catholic Church made matters worse. Pope Leo X arguably adopted too casual an approach which, under pressure from the Dominicans, he abandoned for a more antagonistic approach first from Prierias and then from Eck
- Luther himself responded to this by adopting a more explicitly anti-papal and ultimately heretical position which led to his excommunication in 1520
- the political implications of his anti-papal position were then made abundantly clear in *To the Christian Nobility of the German Nation* and the theological implications were drawn out in *The Babylonian Captivity of the Church*.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might wish to demonstrate how the challenge from Eck forced Luther into an explicitly heretical position.

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- (b) How important was the role of the princes in bringing about the success of the Lutheran Reformation in Germany in the years 1525 to 1555? (24 marks)

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

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 role of certain princes was certainly pivotal in helping to ensure the success of the Lutheran Reformation, though it should be borne in mind that the Elector Frederick the Wise died early in 1525 and therefore made no such contribution within the chronological span of the question.

The prince who arguably contributed more than any other to the success of the Lutheran Reformation was Philip, Landgrave of Hesse. An early convert to Luther's ideas, he quickly adopted a leading role amongst Luther's princely supporters. He created the first purpose-built Lutheran university at Marburg, was prominent in the negotiation of the Recess of Speyer, led the Protest of Speyer and was the instigator of the formation of the League of Schmalkalden which greatly enhanced the Lutheran cause when Charles V was otherwise engaged in the 1530s. (On the other hand, his attempt to reconcile the conflicting forces of reform at the Colloquy of Marburg failed and he was politically weakened subsequently by committing bigamy). John, Elector of Saxony, was responsible for the establishment of the first Lutheran church structure. The conversion to Lutheranism of the Grand Master of the Teutonic Knights delivered a huge swathe of territory politically to the Lutheran cause. By 1542 most of the princely territories in northern Germany were in the hands of Lutheran rulers. This run of success did not last, and Charles V's triumph in the War of the League of Schmalkalden looked as it would destroy Lutheranism as a political cause. That it did not owed much to the machination of Philip's son-in-law Maurice, Duke of Saxony who, through the establishment of the second League of Torgau, was able to do much to ensure that Charles's military triumph quickly turned into political dust.

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.

Factors suggesting that the role of the princes was important might therefore include:

- the political leadership of Philip of Hesse, which brought about the Recess of Speyer and the formation of the League of Schmalkalden
- the role of John of Saxony in creating the first (and much emulated) Lutheran church structure
- the political importance and success (certainly to 1542) of the League of Schmalkalden
- the establishment by Maurice of Saxony of the second League of Torgau.

The above is an essentially political analysis which ignores the reasons why the Lutheran Reformation achieved popular support. Factors which stress issues other than the princely role in bringing about the success of the Lutheran Reformation include:

- Luther's charismatic leadership
- the quality of preaching
- the impact of printing leading to the easier dissemination of both texts and images
- the appeal of the Lutheran message which proved so attractive to so many in towns and cities across much of Germany. (It was the city of Magdeburg which sparked off opposition to the Augsburg Interim.)

The divisions within and the shortcomings of the Catholic response to the Lutheran challenge might be emphasised:

- divisions between pope and emperor
- the myriad problems of Charles V which prevented him from prioritising the suppression of Lutheranism
- the relative weakness of Catholic exploitation of printing.

Question 2

(a) Explain why religious radicalism became widespread in the years 1521 to 1525.

(12 marks)

Target: AO1(a), AO1(b)

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 social conservatism made him in some respects an improbable reformer. However, his successful challenge to papal authority quickly encouraged the emergence of more radical opinion, ranging in 1521 from his erstwhile colleague Andreas von Karlstadt to the millenarian fantasists of the Zwickau Prophets. Within a short time Thomas Müntzer was espousing a politically and socially radical programme of reform in the depressed free city of Mühlhausen and such influences soon spread to the countryside, inspiring the Peasants' War of 1524–1525.

Candidates might include some of the following factors:

- a combination of Luther's challenge to papal authority and his absence from Wittenberg encouraged Karlstadt to adopt a more radical position
- Karlstadt's radicalism in its turn encouraged the emergence of even more radical groups such as the Zwickau Prophets
- the challenge to religious authority became increasingly linked to a challenge to political authority, for example in the preaching of Thomas Müntzer
- this led increasingly to a challenge to the social authority of landowners, which led to the Peasants' War
- the challenge to religious authority encouraged the emergence of more radical religious practices, including the earliest examples of Anabaptism.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given.

- (b) How important were Calvin's religious ideas to the success of the Reformation in Geneva? (24 marks)

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

Indicative content

Calvin's religious ideas were set out in two main works. The *Ecclesiastical Ordinances* set out his ideas on church organisation in a comprehensive manner. His *Institutes of the Christian Religion* set out his theological views at some length.

The former, published in 1541, attempted to re-establish what Calvin considered to be the organisation of the Early Church and defined more clearly the relationship between clergy and laity. Most importantly, perhaps, it invested considerable influence in the Consistory, which became a central feature of the Genevan model. The latter, first published in Latin in 1536 and in French in 1541, offered a systematic exposition of Calvin's views on divine sovereignty and salvation. Undoubtedly, the emphasis on predestination did much to enthuse followers of Calvin.

Factors suggesting the importance of Calvin's religious ideas might include:

- the influence of his ideas on church government
- the influence of his theology.

Factors suggesting the importance of other ideas might include:

- after 1541 Calvin usually enjoyed the support of the Council
- the ruthless suppression of both political and religious opposition
- increasingly, Geneva became seen both as a refuge from persecution and a centre for the training of reformed ministers, both of which further bolstered Calvin's reputation.
- Calvin's capacity for hard work and his organisational skill did much to further his cause, necessarily so, perhaps, in view of the innate pessimism which was at such variance with the confidence implicit in his views on predestination.

Question 3

- (a) Explain why the Catholic Church was weakened by Renaissance popes in the years c1500 to 1527. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

The period of the question embraces the latter years of the pontificate of Alexander VI, the pontificates of Julius II and Leo X, and the pontificate of Clement VII down to the sack of Rome in 1527. (The pontificates of Pius III and Adrian VI were too short to merit consideration by candidates, although candidates might legitimately point out that the premature death of the latter prevented pope and emperor from offering a united front against the challenge posed by Luther). The four popes, though they differed widely in style and policies, all had in common lifestyles which prioritised political necessity and personal gratification above the spiritual needs of the Church. Alexander VI may not have been quite as bad as he was painted by his enemies, most notably Julius II, but the truth was bad enough. Julius II was a more formidable figure and he certainly possessed a bold vision for the rebuilding of St. Peter's and the Vatican. Both, however, failed in their political ambitions and their licentious behaviour did much to discredit the Church's moral authority. Spending spiralled out of control under Leo X, and the desperate measures needed to restore the papacy's financial position in the end helped to destroy the Church's spiritual hegemony by sparking off Luther's revolt on indulgences. Clement VII, whilst more cautious in some respects than his cousin, had an unfortunate tendency to back the 'wrong' side in international conflicts. His joining the French-inspired League of Cognac led to the 'sack of Rome' by Charles V's imperial army.

Candidates might include some of the following factors:

- the corruption and immorality of many of the popes
- the lack of financial control, particularly under Leo X, whose financial problems sparked off the aggressive selling of indulgences to which Luther took exception
- frequent divisions between Pope and Emperor
- the political errors of the popes.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example the poor relations between Pope Clement VII and the Emperor Charles V led to the former's participation in the League of Cognac, which culminated in the Sack of Rome.

- (b) How successful was the Catholic response to the rise of Protestantism in the years c1540 to 1564? (24 marks)

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

Indicative content

By the 1550s the Catholic Church was no longer controlling significant chunks of European territory. Much of Germany and Scandinavia had adopted Lutheranism. Calvin's ideas were spreading out from Geneva and were becoming influential in southern France. Other parts of Switzerland as well as several parts of central Europe had also adopted reform.

Candidates should be able to make a judgement by balancing points which suggest the success of the Catholic response against others which do not.

Factors suggesting the success of the Catholic Church might include:

- the evidence of spiritual renewal having taken place through the efforts of reforming bishops, New Orders, the Jesuits and, eventually, a reforming papacy
- the recatholicising of Germany led by Peter Canisius had begun in 1549
- the Catholic Church had become better administered, much more spiritual, much less corrupt and had made much better arrangements for the training of new generations of clergy.

Factors suggesting lack of success might include:

- the fact that Charles V had failed to suppress Lutheranism despite the golden opportunity he had been given to do so in 1547
- the fact that the Emperor had often been at loggerheads with the papacy about the best way to deal with Protestantism.
- the fact that England had returned to the Catholic fold in 1553 but that was to prove a short-lived triumph marred by an increasingly fractious relationship between Crown and papacy during the pontificate of Paul IV.