

AS

History

The Reformation in Europe c1500–1564

Component 2C The origins of the Reformation, c1500–1531

Mark scheme

7041

June 2017

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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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June 2017

The Reformation in Europe, c1500–1564

AS History Component 2C The origins of the Reformation, c1500–1531

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Luther's behaviour at the Diet of Worms?
[25 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this is a letter in which Aleandro gives his account of events written at the time of the Diet of Worms
- as both writer and recipient represent the papacy, they want Luther's behaviour to be condemned and this is seen by the description of the emperor's attitude towards him by the words *warned* and *dismissed*
- the language used is derogatory, calling Luther *a fool*, and the tone is highly critical, saying *even some of his supporters* to imply how foolish Luther was.

Content and argument

- the Church wanted to limit Luther's participation at the Diet
- despite his own negative views of Luther, Aleandro admits that others called him *a pious man*
- Pope Leo X is displeased that Charles has called the hearing to maintain support of the German princes, electors and public. He could have endorsed Leo X's bull of excommunication but instead has chosen to give Luther a hearing.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this is from Luther's formal response at the Diet written at the time
- he appears holy and pious by implying it is a greater authority [God] that he is answerable to, shown by *I am bound* and *it is neither safe*. It shows Luther's conviction with clear formal statements, *I neither can nor will revoke anything*
- the source clarifies the Lutheran position to both followers and critics.

Content and argument

- Luther opens himself to a charge of heresy by challenging papal and conciliar authority
- Luther has been fortunate to have been given a hearing, as he has been contemptuous of the pope's excommunication and burned the bull publicly
- Luther asks to consider the two questions overnight that the emperor posed and it may be that although he has been promised safe passage to and from the Diet of Worms, he is aware Jan Hus had been burned at the stake after such a promise at the Council of Constance, 1415, so is wanting more time.

In arriving at a judgement as to which source might be of greater value in explaining Luther's position at the Diet of Worms, students may suggest that the Church did not want him to appear at the hearing and he takes advantage of this by increasing the tension by prolonging it and by adopting a humble and pious approach, which even Aleandro, a Church supporter, has to admit is impressive.

Section B

02 ‘The Catholic Church was extremely corrupt in the years 1500 to 1517.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments suggesting that the Catholic Church was extremely corrupt in the years 1500 to 1517 might include:

- abuses committed by the clergy, such as simony, absenteeism, pluralism, nepotism might be referred to
- the unpopularity of the papacy, who, in their drive for money to solve their financial difficulties, increased acts of annates and nepotism, as well as supporting the selling of relics
- the Renaissance popes, with their alleged incestuous relationships and illegitimate children, had brought the papacy into greater disrepute
- the Italian Wars had dragged the papacy further into disrepute.

Arguments challenging the view that the Catholic Church was extremely corrupt in the years 1500 to 1517 might include:

- the institution of the papacy remained robust and respected, as shown by reformers wanting to reform it, not abolish it. It is demonstrated by the calling of the fifth Lateran Council, 1512–17 and the continued sale of indulgences sold on the pope's authority
- movements such as Christian humanists and the Devotio Moderna showed the Catholic Church was open to reform
- a strong sense of piety and devotion was shown by ordinary people, who still bought relics, attended mass and showed little evidence of being dissatisfied with the actual teachings of the Church
- pilgrimages continued to be popular and Henry VIII making a barefoot pilgrimage to Walsingham increased this popularity.

Students might agree that the Catholic Church, in the years 1500 to 1517, was badly corrupt and that the increase in education and literacy meant a surge in academics, who could voice the problems within it. Ordinary people still went through the motions of Church rites but the rise in abuses by clergy and papacy meant reformist ideas were welcomed, as the existence of the Lollards in England and Hussites in the Holy Roman Empire show.

- 03** 'The spread of Lutheranism in the 1520s was due to the weaknesses of the Holy Roman Empire.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students 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.

Arguments suggesting that the spread of Lutheranism in the 1520s was due to the weaknesses of the Holy Roman Empire might include:

- Charles V was absent from Germany after 1521, not returning until 1529, as the empire was vast so created many problems. It was full of institutional weaknesses, such as lacking cohesive economic or administrative policies
- Charles V could have used force against Lutheranism but needed the German princes' support to help crush the French and the Ottoman Empire
- some of the German princes supported Lutheranism, partly due to faith, but also wanting to increase their own power and wealth at the expense of the Catholic Church
- the peasantry supported Lutheranism, as it expressed their discontent with the corruption and abuses of the Catholic Church.

Arguments challenging the view that the spread of Lutheranism in the 1520s was due to the weaknesses of the Holy Roman Empire might include:

- Luther had appeal as a preacher and teacher, being charismatic and passionate
- the impact of printing press and woodcuts allowed quick distribution of Luther's ideas
- Luther's ideas were welcomed, as the Catholic Church was unpopular due to its clerical and papal abuses
- Luther's passion was balanced by other Protestant reformers, such as Melancthon, to achieve wider support.

Students might suggest that the spread of Lutheranism would have been slower if Charles V had been present or not needing the support of the German princes for campaigns in other parts of the Holy Roman Empire. They might conclude that the charismatic appeal of Luther and the advent of printing and use of woodcuts help to promote Lutheran ideas and so it was a balance between technical advances and a ripe political situation, which helped it to spread so quickly. The assistance of individual princes, such as Frederick the Wise, might be mentioned.