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# A-level **HISTORY**

Paper 2C The Reformation in Europe, c1500–1564

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**Mark scheme**

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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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## A-level History Paper 2 Specimen Mark Scheme

### 2C The Reformation in Europe, c1500–1564

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying criticism of the Church in the early sixteenth century. | <b>[30 marks]</b> |
|----------|----------|--|-------------------|

*Target: AO2*

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

#### Generic Mark Scheme

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|------------|---|--------------|
| <b>L5:</b> | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context.   | <b>25-30</b> |
| <b>L4:</b> | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context.   | <b>19-24</b> |
| <b>L3:</b> | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | <b>13-18</b> |
| <b>L2:</b> | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), <b>or</b> it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context.   | <b>7-12</b>  |
| <b>L1:</b> | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context.   | <b>1-6</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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## 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 respond to each source in turn, or to adopt a more comparative approach. For example, they may consider the impact of the sale of indulgences; of ideology or of supposed corruption. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

**Source A:** In assessing the value of this source, students may refer to the following:

### Provenance

- Erasmus was a leading humanist scholar from the Netherlands. Erasmus takes a critical view of some of the practices from the Church
- comment about the date may be significant as it is written some years before Luther's attack on the Church
- In Praise of Folly was written to highlight abuses, not to attack Catholic belief.

### Content and argument

- the suggestion that the Church taxed excessively is clearly made in this source. Contextual knowledge might well develop this theme of the collection and subsequent use of the tithe
- the reference to mumbling over the prayers might be developed with contextual knowledge, and especially commentary concerning the extent to which the clergy were able to engage in theological service
- the extent to which the Church consisted of those dedicated to the service of God as opposed to fulfilling an administrative or honorific role might be further developed as an argument based on the source.

### Tone and emphasis

- the style is emotive and critical, such as clergy 'tug and fight for their tithes' and 'bald-headed priests'
- this is far from objective or evidenced criticism and as such should be treated with caution.

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**Source B:** In assessing the value of this source, students may refer to the following:

**Provenance**

- this is an official decree from the Church hierarchy
- it was written before Luther's attack but after Erasmus' work was published
- it is an attempt to counter criticism of the Catholic faith.

**Content and argument**

- the Church shows itself determined to attack what it sees as false teaching
- it implies the Church teaching on the mortality of the soul and there being only one soul has been criticised
- it is a reaffirmation of conservative Catholic teaching.

**Tone and emphasis**

- the language is emotive and designed to garner support as might be expected considering the nature of the source. Words such as 'heretic' and 'infidel' were deliberately deployed in order to illicit a sense of loyalty and conformity to the Church.

**Source C:** In assessing the value of this source, students may refer to the following:

**Provenance**

- as a letter to an Archbishop, the source does not represent a rabble-rousing statement of intent – especially considering the recipient
- it is written in 1517, the same year as the promulgation of the 95 Theses.

**Content and argument**

- the source focuses on one of the reasons for opposition to the Church, Luther's opposition to indulgences
- students might be expected to provide some contextual supporting evidence about the extent to which this issue of indulgences was central to the criticism of the Church
- it also includes challenge to key Catholic doctrines such as purgatory and the role of the Bishop in salvation.

**Tone and emphasis**

- the language is reserved and moderate, seeking to explain and justify an opinion.

**Section B**

<b>0</b>	<b>2</b>	How far was the spread of Lutheranism in the years to 1531 due to Luther himself?	<b>[25 marks]</b>
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*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**

<b>L5:</b>	Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	<b>21-25</b>
<b>L4:</b>	Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.	<b>16-20</b>
<b>L3:</b>	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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.	<b>11-15</b>
<b>L2:</b>	The answer is 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.	<b>6-10</b>
<b>L1:</b>	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.	<b>1-5</b>
	Nothing worthy of credit.	<b>0</b>

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**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 Luther was central:**

- Luther's personality, ability and sheer determination must count as being significant
- Luther's wide circle of friends and disciples meant that his message spread relatively quickly in educated communities and in the cities
- that Luther combined an innately and profoundly academic approach with an engaging personality and an ability to preach well, was crucial
- apparently minor abilities, such as Luther's composition of hymns, helped to spread his message much further
- students may argue that Luther's role was not his own but rather that the existence of a central figure around which an ideology might crystallise is significant.

**Arguments suggesting that other factors were more significant:**

- however, other factors such as the support of the German Princes were crucial, although even here it took Luther to publically state that he was on the side of order and the landlords in 1524 for this support to prove substantial
- the rivalry of the princes, and especially that of Frederick and George, added further support to Lutheranism in this period
- the absence of Charles V was significant, although students might be expected to detail precisely the manner in which this assisted the spread of Lutheranism
- the spread of the printing press is a certainly notable factor, and more impressive responses might be able to indicate the geographical and chronological pattern of dissemination
- the popularity of printed images supplemented the development of the printing press as a factor, as did the rise of an educated urban elite, or at least of a merchant class willing to challenge convention.

**0 3** 'The success of the Genevan reformation was due to the discipline imposed by Calvin.'

Assess the validity of 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

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.  | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |



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**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.**

**Factors in favour of discipline as a factor:**

- discipline and Calvin's reforms can reasonably be seen as central to success. Calvin was quick to challenge religious opponents. The controversy surrounding the Song of Songs is an easily identifiable example of this
- the Servetus Affair probably had the biggest impact, and most certainly did politically
- Calvin might be accused of being quite reactionary and even vengeful, but this certainly illustrates a degree of control and at least desire to direct that is pertinent to the question
- regardless of this, Calvin did successfully defend his authority against religious opposition and after 1555 went largely unchallenged
- Calvin's emphasis on the Ecclesiastical Ordinances, especially after the Berthelier Affair, is also significant.

**Factors that might challenge the premise of the question:**

- however, the nature of the Genevan reformation itself provided a firm church structure and theology, as did its emphasis on the conversion of the more influential members of society
- in addition, the creation of the Grabeau and the Consistory reinforced this more orderly structure
- Calvinism tended to spread where central authority was weak
- the failure of the reformation to prompt a whole-scale collapse of the Catholic Church caused disappointment in the 1520s and may have encouraged membership of the apparently highly disciplined Calvinist Church
- the Genevan printing presses and the very effective marketing of Calvin's books, gave Calvinism an immediate ability to access a much wider audience
- students may refer to the Theocratic State and the extent to which Calvin or the Church in general genuinely did have total control over the secular
- nor should the Genevan reformation be seen in isolation but students may argue that links to other Swiss reformed churches reinforced the sense of permanence of the Genevan.

- 0 4** 'The Jesuits were the most significant force for the strengthening of the Catholic Church in the years 1534 to 1564.'

Assess the validity of 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

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- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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**

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**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.**

**Factors in favour of the role of the Jesuits:**

- the Jesuits were plainly crucial to the spread of Catholicism to newly conquered territories. This can easily be established through the extensive work of missionaries in Brazil, India, and further into Asia
- this missionary work established a foothold in many virgin territories that would not be lost
- Jesuit influence in education may be considered central to the revival of the Catholic Church
- in addition, the re-catholicization of parts of Germany may be attributed to the work of the Jesuits. The order gave Catholicism a more confident basis after decades of self-inflection. This was seen further in Poland and also the Netherlands
- the Jesuit success became a cause of further success especially as the rich began to endow what was increasingly seen as a successful part of Catholicism
- Loyola himself was crucial in this appeal and consequently in the strengthening of the Church.

**The importance of other factors:**

- the Jesuits were only one amongst many orders, certainly before 1560, that were having a positive effect on the Church, such as the Capuchins and the Dominicans
- more notably, the papacy had itself begun the process of fighting back and reasserting the authority of the Catholic Church in Europe
- the Inquisition, begun in 1542, may be considered to have had an effect
- much more significant was the role of the reform popes and especially Paul III and the Council of Trent. Indeed, Paul IV might be considered to have been even more significant in this regard
- success was always very much dependent in Europe on the cooperation and support of Catholic rulers.

