

GCE

History A

**Y207/01: The German reformation and the rule of Charles V
1500-1559**

A Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following was more important in establishing Lutheranism in Germany?</p> <p>(i) The Augsburg Confession (1530) (ii) The Peace of Augsburg (1555)</p> <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the Augsburg Confession answers might consider its importance in articulating the Lutheran doctrine and providing greater unity within the Protestant movement. • Answers might consider the significance of Charles V's personal initiative to summon the Diet of Augsburg in his attempt to unify Germany. • Answers might consider the consequences of the Roman Catholic response to the Confession (the Confutatio of 1530) and how far the Confession failed to resolve religious schism. • In dealing with the Peace of Augsburg answers might consider its role in (temporarily) ending the wars of religion in Germany and the significance of this for the establishment of Lutheranism. • Answers might consider its significance (and its longevity) in giving Lutheranism equal legality to Roman Catholicism in Germany. • Answers might consider its significance in ending the possibility of uniformity of religious practice across the German states in permitting princes to adopt independent faith positions, and in 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		protecting Lutheran gains up to the Treaty of Passau in 1552.		
1	(b)*	<p>‘The most important factor influencing Charles V’s relations with the Ottoman Empire was his wars with France.’ How far do you agree?</p> <p>In arguing that the most important factor influencing Charles V’s relations with the Ottoman Turks was his wars with France, answers might consider:</p> <ul style="list-style-type: none"> • That Charles V’s wars with France undermined his capacity to wage war against the Ottoman Empire. • The Habsburg-Valois wars provided opportunities that were exploited by Suleiman II (e.g. his invasion of Hungary). • The wars with France helped push Francis I into alliances with the Ottoman Empire with some serious consequences in and around the Mediterranean (e.g. Battle of Prevesa, 1538; sacking of Nice, 1543) for Charles V. • The switching of allegiances by Andrea Doria in (and due to) the Habsburg-Valois wars provided Charles V with the vital support of the Genoan fleet against Ottoman expansion in the Mediterranean. <p>In arguing that other reasons were more significant, answers might consider:</p> <ul style="list-style-type: none"> • Ottoman aggression (e.g. the siege of Vienna in 1529; capture of Tripoli in 1551). • Charles V’s religious obligations as Holy Roman Emperor, the persecution of Muslims in Spain, and his crusading spirit. • Charles V’s delegation to Ferdinand the 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on factors influencing Charles V’s relations with the Ottoman Empire but at Level 4 may simply list a range of factors. • At Level 5 there will be judgement as to which factors had the greatest influence on Charles’ relations with the Ottoman Empire. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		<p>responsibility for managing relations with the Turks in the East while he (Charles V) focused on imperial affairs in the West.</p> <ul style="list-style-type: none"> • The Lutheran threat and Charles V's commitments in northern Europe limiting the amount of energy and resources he could spend in tackling the threat of the Turks. • The economic prerogative for Charles V to resist Ottoman aggression in and around the Mediterranean. • The distance of Spain and Austria from Constantinople diminishing the danger of the Ottoman threat thus making his relations with the Turks a lesser priority than, for example, his affairs in Germany. 		
2	(a)	<p>Which of the following contributed most to the German Reformation during the period from 1517 to 1529?</p> <ul style="list-style-type: none"> • German princes • Cities <p>Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with German princes and cities answers might consider role of Electors Frederick of Saxony and John the Steadfast as Luther's protectors. • Answers might consider role of Philip of Hesse and the princes in convening the Diet of Speyer in 1529. • Answers might consider that in the period to 1529 six princes committed themselves to Lutheranism 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> Answers might consider that no prince attempted to enforce the ban against Luther In dealing with cities Answers might consider the role of the educated merchants in the Imperial free cities in the period, notably Augsburg and Nuremberg. Answers might consider that 14 out of 65 imperial or 'free' cities signed the Protestation against the imperial decree banning Lutheran practices. Answers might consider that some towns and cities adopted Lutheranism as a sign of their independence following pressure from inhabitants, which gradually led to the conversion of the town. Answers might consider the role of printing presses that were located in cities such as Frankfurt, Cologne and Nuremberg 		analysis and evaluation, in line with descriptions in the levels mark scheme.
2	(b)*	<p>Assess the reasons for the development of the wars between Charles V and France in the period from 1521 to 1559.</p> <p>In assessing the reasons for the development of the wars between Charles V and France, answers might argue that the personal rivalry between Charles V and Francis I best explains the development of the wars; such answers might consider:</p> <ul style="list-style-type: none"> Differences of religious opinion between Charles (Holy Roman Emperor) and Francis (a humanist willing to form alliances with German Protestant princes). 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> No set answer is expected. At higher levels candidates will focus on the reasons for developments in the Holy Roman Emperor's wars with France but at Level 4 may simply list developments.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Charles' victory in the Battle of Pavia and the capture of Francis I. • The personal determination of Francis I and his reneging on the terms of the Treaty of Madrid. • Conflicting foreign policies: Charles V's ambition to expand and recover Spanish territories abroad; Francis I's policies for Europe, including ambitions in Italy and the undermining of Habsburg domination. <p>In arguing that other people, events and circumstances made a significant contribution to ways in which the wars developed, answers might consider:</p> <ul style="list-style-type: none"> • The influence of the papacy on the development of the war (e.g. assisting Charles in driving the French out of Milan in 1521; Francis I's alliance with Clement VII, Florence and Venice enabling Francis to retake Milan; contributions to the Italian War 1551-59). • The importance of Doria's alliance with Charles V, his victory at Landriano and the terms of the Peace of Cambrai. • Henry II's relations and alliances with German princes (the Treaty of Chambord in 1552) and the Ottoman Turks in the 1550s. • Interventions by England, notably the Anglo-Imperial of 1543, Henry VIII's subsequent war with France and the Peace of Ardres of 1545. • The Reformation and the taking of sides in Germany, notably the consequences of Henry II of France's alliance with the League of Princes in 1551. 		<ul style="list-style-type: none"> • At Level 5 there will be judgement as to which factors were the most important. • At higher levels candidates might establish criteria against which to judge achievement. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"><li data-bbox="434 233 1084 300">• Military reasons such as logistical factors, technology, leadership, the outcome of battles.		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>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.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>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.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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