



General Certificate in Education

AS History 5041

Alternative B Unit 1

Mark Scheme

2007 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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CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: DECIDING ON MARKS WITHIN A LEVEL

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative B: Europe in Transition, c1470–1610**AS Unit 1: Religious Change and its Consequences in Sixteenth Century Europe****Question 1**

- (a) Use
- Source A**
- and your own knowledge.

Explain briefly the significance of 'polygamy' (line 3) in the context of the Anabaptist community in Münster. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. the practice of having more than one wife at once; a practice carried out by Anabaptists in Münster believing it to be God's will. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. as Level 1 and understands that polygamy caused some division amongst Anabaptists; it was used as negative propaganda by its opponents; it may have been a solution for a city where women outnumbered men; it may well have encouraged persecution. 2-3

- (b) Use
- Sources B**
- and
- C**
- and your own knowledge.

Explain how **Source B** differs from **Source C** in relation to the views about the impact of Anabaptists on Catholics and other Protestant groups. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain 'own knowledge'. The effectiveness of the comparison/ assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to 'pieces' of factual content.

- L1: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. Source B suggests that existing religious groups condemned Anabaptism and were intolerant; Source C suggests that it made Protestants and Catholics set out their beliefs and systems more clearly, probably so that they would not be associated with Anabaptists. 1-2
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. both sources suggest condemnation – in Source B it is more explicit than in Source C. Source B focuses on the sanctions imposed, e.g. the death penalty and suggests that intolerance ultimately made Anabaptists nomadic. Source C suggests more acceptance of the existence of Anabaptists but an attempt by Catholics and other protestant groups to distance themselves by making clear their own beliefs and practices; in some instances, Protestants reacted by returning to the Catholic fold. Source C suggests this might have been a result of fear that their own groups might also become extremist. Own knowledge might suggest specifically that Anabaptism made

Lutherans and Calvinists appear quite conventional and moderate. Some answers may provide detail of events in Münster to demonstrate the disintegration of a moderate reforming community into chaos because of the lifestyle imposed. **3-5**

L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Source B challenges Source C, e.g. as Level 2 and is aware of the extent of the divisions caused within the process of religious reform, but appreciates that Source B considers the negative aspects of the impact of the Anabaptists whereas Source C has more focus on the positive impetus for both Protestants (Lutherans, Calvinists etc.) and Catholics. Anabaptists might even be considered partially responsible for the Catholic Reformation in encouraging the Catholic Church to make its teachings unambiguous. **6-7**

(c) Use **Sources A, B and C** and your own knowledge.

Explain the importance of the experiment of Münster, in relation to other factors, in explaining the failure of Anabaptism. *(15 marks)*

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources, answers might, for example, highlight the extremist activities of the group in Münster such as communal sharing of goods, polygamy etc. (Source A). This attracted opposition and persecution from both Catholics and Protestants (Source B) and encouraged some to desert Protestantism altogether and return to Catholicism (Source C). Own knowledge could add that their views about adult baptism, a democratic church, the unity of church and state, strict regulation of behaviour (no gossip, blasphemy, disobedience etc. allowed), iconoclasm and belief in the second coming of Christ, attacks on monastic orders, taking communion in both kinds etc. tended to set them apart, in varying degrees, from Catholics and most other protestant groups.

However, other factors might also be important, e.g. Anabaptists were not just one group but many, for example Melchiorites, Hutterites, Mennonites; their numbers were small and they frequently disagreed amongst themselves; they became more fragmented as the 'black legend' grew, other groups, for example Catholics, traditionally regarded any dissenters as dangerous; the ideas of Luther and Calvin etc. were more acceptable to the princes because they supported hierarchies, appealed to the middle classes. There were few influential figures who took up Anabaptism. Anabaptists were mostly workmen, farmers and peasants but they were often linked with the Peasants' War and its violence. Some answers might try to answer this question by reference to the attractions of more mainstream Protestants (Luther, Calvin etc.) and whilst there is some validity in such discussion, it should not form too large a part of the answer.

The best answers will use the sources and knowledge to discuss a range of issues and arrive at a clear well-supported conclusion. Middle range answers may be less well-balanced but will show understanding of some of the issues and weaker responses are likely to have a narrow approach with limited information beyond that in the sources, or may fail to use the sources effectively and relate to own knowledge only.

Question 2

- (a) Explain briefly what is meant by 'idle monks' in the context of Pre-Reformation Europe. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. they were lazy monks who Erasmus considered to be typical of what was wrong with the Catholic Church. **1**
- L2: Developed explanation of the term, linked to the context, e.g. as for Level 1 with some detailed reference to the failings of the monks, e.g. they did not keep their vows of poverty, chastity and obedience; many were illiterate and had no sense of vocation; they were regarded as corrupt and failing in their duty to set an example to the laity and promote aspirations to 'goodness'. They became the object of criticism and exposed the failure of the Catholic Church to regulate its members. **2-3**

- (b) Explain why Erasmus was influential in creating interest in reform of the Catholic Church. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Erasmus wrote books which were critical of the clergy and emphasised that people should study the Bible for themselves. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Erasmus encouraged wider reading of the Bible rather than acceptance of the Catholic Church's interpretation, he considered debate about content and meaning to be important, his translations of the New Testament opened up study to a wider group of scholars and eventually ordinary people; he used satire to poke fun at the church and expose its weaknesses; he used the printing press to spread his ideas, etc. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. as for Level 2 and understands the impact of Erasmus' work on intellectuals, the importance of his willingness to challenge and encourage debate. **6-7**

- (c) 'Luther's success in establishing the Reformation in Germany arose out of his abilities as a communicator.'
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or**
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

In support of the statement, answers might refer to Luther as a man of words, a teacher and a preacher. He worked as a lecturer in Wittenburg and was first noticed because of his '95 Theses'. He was a lecturer, preacher and an effective public debater as seen in the Leipzig Disputations with Eck. He went on to use the printing press to great advantage, for example in *Address to the Christian Nobility*, *The Babylonian Captivity of the Church*, *The Freedom of the Christian Man*. He was not afraid to speak for himself at Worms and he continued to debate, write and discuss, addressing himself to a wide range of audiences, using both Latin and German. The use of hymns, the catechism and sermons, woodcuts etc. were all vital in spreading the message. Alternatively, some answers might refer to Luther's scholarship and his inner conviction.

Balance could be achieved by discussion of other factors, for example Luther would not have been able to exert such influence through the media if he had not had support from influential princes such as Frederick of Saxony and Philip of Hesse, or without the coincidence of Tetzel and indulgences and support amongst the urban centres of Germany, for example independent cities like Hamburg which were more open to new ideas. The weaknesses of Charles V's government also helped; Germany was a collection of many states each with differing status, limited sense of unity and facing threats from, for example, the Valois and the Turks which seemed more important than Luther. The very weaknesses of the Catholic Church which he condemned, for example corrupt, ignorant clergy, emphasis on good works etc. and its apparent inability in the early sixteenth century to change this, played into his hands.

Good answers will address both Luther as a communicator and other factors in some depth in order to arrive at a judgement. There are likely to be many solid responses which will identify a range of issues explaining Luther's success. Weaker responses may have limited focus on a range of factors or confine themselves to one or two only.

Question 3

- (a) Explain briefly what is meant by 'heretical beliefs' in the context of the work of the Index and Inquisition. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. any ideas/beliefs that contradicted those of the Catholic Church. **1**
- L2: Developed explanation of the term, linked to the context, e.g. as in Level 1 with reference to the censorship imposed by the Index and the attempt to control belief and behaviour through the Inquisition; punishment of those found guilty of holding heretical beliefs etc. Answers are likely to refer to Spain or Italy for their references but some awareness of the Roman Inquisition should be evident. **2-3**

- (b) Explain why the Roman Inquisition was less successful than its Spanish counterpart. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the Spanish Inquisition was established first and was under the control of the Spanish monarchs. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the event through relevant and appropriately selected material, e.g. the Roman Inquisition had no authority outside Italy and never achieved its aim of a network of courts throughout Europe, despite the support it had from the papacy. Most states did not want this kind of interference. Its punishments were often lenient whereas the Spanish Inquisition often imposed the death penalty. The Spanish Inquisition was used by the Spanish Crown as a means of maintaining its authority. The Roman Inquisition did not control censorship; the Index was a separate body whereas the Spanish Inquisition had this authority. The Roman Inquisition had more open, controlled procedures whereas the Spanish version operated on denunciation. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. identifies the timing and structure of the two inquisitions as factors in their relative importance; the Pope was not a monarch in the same way as the Spanish rulers etc. **6-7**

- (c) 'The Council of Trent was the most important factor in the success of the Catholic Reformation.'
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: **Either**
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or**
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

The Council of Trent can be seen as a major reforming element in the Catholic reformation, stating the positive side of the Catholic Church. Beliefs and structure were clarified and the education and discipline of the clergy improved. It demonstrated some unity in the church. However, its success throughout Europe was uneven and slow, e.g. most rulers were reluctant to accept its decrees because they feared for their sovereignty. Despite this, in the areas where its authority was accepted, there was evidence of renewal over time – Protestantism began to lose influence in some areas where it had gained a hold, e.g. France and some parts of the Holy Roman Empire.

Answers should balance this by reference to other aspects of the Catholic Reformation, for example the Roman Inquisition, which was intended to enhance Papal authority. It sought to deal with Protestants and executed c100. Generally, however, the intention was to encourage defendants to return to Catholicism. With the oversight of the Index, its work grew and possibly had more impact – over 500 authors were banned and the lists were constantly revised. A more critical approach might see its chief function as instilling fear into both Catholics and Protestants; heretical works continued to be circulated despite the Index. In contrast, the work of the Jesuits in supporting the Council, the example of piety set by Ignatius Loyola and other leaders, their evangelism in Europe and their contribution to the education of catholic gentry created a more grass roots re-conversion. The work of individual popes might also be quoted, e.g. Gregory XIII in reforming the curia and establishing themselves as spiritual leaders rather than secular princes.

The best responses will arrive at a well-supported conclusion with some range of arguments supporting information. Middle range answers could focus on providing evidence of the changes brought about by the Council of Trent and weaker responses may just cite a number of reforms without clearly linking them to the question.