



General Certificate in Education

AS History 5041

Alternative B Unit 1

Mark Scheme

2008 examination – June 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.

June 2008

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 importance of 'clerical reform' (line 4) in the context of the Papacy in the early sixteenth century. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. reform of the clergy was needed but popes were more interested in other issues, e.g. politics, war. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. the Papacy needed to take the lead in reform and it was not until Paul III. (1534–1549) that this occurred through, for example, his recognition of the Jesuits, the summoning of the Council of Trent; abolition of the sale of indulgences; bishops should live in their dioceses. Once the popes had taken this on board the church could regain some credibility and the confidence of the Catholics. **2-3**

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

Explain how the views expressed in **Source B** challenge the views put forward in **Source A** in relation to the Papacy as an obstacle to reform. (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 A suggests that the Papacy was the main inhibitor of reform because it was too interested in secular matters, e.g. politics, war, artistic developments etc. Source B suggests that the Papacy really did want reform but needed encouragement and support from the secular powers. **1-2**
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. as Level 1 and shows more developed understanding, for example, suggests Source A indicates that the Papacy did not actually see a need for reform and that Source B suggests secular rulers had to almost force them into making changes, although once they began, the changes were significant. Own knowledge might also be used to suggest, e.g. that Renaissance popes underestimated the threat from the protestants and saw the Ottoman threat as more significant; many of them profited from

the abuses such as the sale of indulgences; they did not like to admit mistakes; or they were too concerned with stopping Luther rather than assessing the strengths and weaknesses of the Catholic Church and taking positive action. **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 understands that it took time for the Papacy to assess the situation, there were many vested interests in maintaining the existing situation etc. and the political role of the papal States sometimes conflicted with the Papacy's religious role. **6-7**

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

Explain the importance of the Papacy, in relation to other factors, in bringing about the Catholic Reformation. **(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* the 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: Source A has a focus on the Papacy's lack of desire for reform and by implication this suggests that involvement in reform was limited and therefore not important; Luther's attack on the Church was dismissed as unimportant. Source B is more positive, focusing on the Council of Trent, summoned by the Pope and resulting in a resolve to educate and reform the clergy, and some work had begun to clarify doctrine and identify differences between Catholics and Protestants; again, by implication this made Catholics more able to

understand and defend their religion against Protestant propaganda. Source C refers to the Jesuit order founded by Loyola and supported by the Pope; the interpretation here suggests that the Jesuits rather than the popes were significant particularly because of their role in education and as missionaries.

From own knowledge: answers might focus on specific popes, e.g. Paul III who set up a committee of cardinals to investigate abuses and summoned the Council of Trent which began to define and refine doctrine and generated greater clarity about Catholic belief; reference might also be expected to the Index and Inquisition as methods of maintaining loyalty to Catholicism and an awareness that such reforming popes set a better example to their clergy in a way which earlier popes had not. A more hard-line reforming pope was Paul IV who set up the Theatine Order and the Index. Sixtus V reorganised papal administration and reduced corruption, e.g. by generating regulations for the election of cardinals

Other factors could include: orders other than the Jesuits, e.g. the Capuchins who were great preachers and lived in poverty but worked in the community; and the Ursulines who focused on education, particularly for women; secular princes, e.g. the Duke of Bavaria who expelled all those who would not accept Catholic doctrine. In addition, some weaknesses in the protestant camp might be explored, e.g. the extremism of the Anabaptists and the emergence of Calvinism, influenced waverers to remain in the Catholic camp.

Answers at Level 1 will be brief and generalised with limited specific information. At Level 2 there should be greater breadth and some depth but the quality of information will be variable. By Level 3, answers will have better direction and show understanding of the importance of the Papacy with limited balance from other factors. At Level 4 some clear balance between Papacy and other factors, sources and own knowledge should be evident, with both range and some depth of discussion. Level 5 responses will have clarity, judgement and a sustained response to the question.

Question 2

- (a) Explain briefly what was meant by 'a publishing success' in the context of the Lutheran Reformation. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. he wrote in the vernacular, his works were published widely and his ideas/views became well-known. **1**
- L2: Developed explanation of the term, linked to the context, e.g. as Level 1 and Luther's ideas became influential; the development of the printing press, particularly when publishing woodcuts etc. enabled a mass/bigger audience than ever before to access his ideas; the educated could read for themselves and could respond/debate issues he raised. **2-3**

-
- (b) Explain why Luther's attack on indulgences began the Reformation. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he sparked antagonism towards the Catholic Church and his criticism allowed others to speak. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. he played upon the abuses of the Catholic Church, not just indulgences, which raised the issue of papal authority versus that of the Bible; led to the Leipzig disputation which brought about a formal rift within the church as Luther was clearly refusing to accept the authority of the Catholic Church; Luther produced his key writings which clearly set him outside the Church; he was supported by some of the princes who saw an opportunity to increase their own power. **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. Luther was strong and the Papacy did not recognise the threat soon enough, German nationalism was beginning to develop and the political weakness of Charles V combined with papal corruption probably explain the speed but not necessarily the intensity of the change. **6-7**

- (c) 'The princes were the most important factor in ensuring the success of the Lutheran Reformation.'
Explain why you agree or disagree with this opinion. (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

Some princes converted quickly to Lutheranism, e.g. the Elector of Saxony (one of the 7 Electors and therefore influential). They formed the Schmalkaldic League and were prepared to fight for the reformed faith; they liked the freedom which Lutheranism gave them, e.g. from paying money to Rome; they also liked his views on obedience to a ruler. The princes were naturally influential, they were also literate and they were largely nationalistic. They saw that Charles V was distracted by the Turks and seized their opportunities to exert some authority.

Luther was also writing in German which made him easily understood by the majority of the German people. His clear theology made his message accessible; he used pictorial representations so that even the illiterate could follow his arguments; he was skilled in preaching and teaching. He was a determined person and even being brought to trial at Worms did not deter him. His theology seemed to make sense and the use of the vernacular enabled even the poorest peasant to understand. The development of the printing press was a breakthrough in terms of circulating Luther's ideas and the cities formed hubs of support which provided a network of enthusiasm and acceptance of his ideas. His use of printing became increasingly important for spreading the Word, e.g. the translation of the New Testament.

There was an interest among the middle-class merchants and traders in Luther's ideas; faith therefore travelled along trade routes. The lower classes were also attracted because Luther stressed the concept of equality; cities were amongst the foremost supporters of the new faith and argument and discussion was encouraged.

It is possible that Lutheranism would have survived without the support of the princes but through the formation of the Schmalkaldic League and the physical absence of the Holy Roman Emperor, the movement spread quickly along e.g. trade routes. There is an argument which suggests that the HRE was ready for change and Luther secured that change.

Answers at Level 1 are likely to lack range and depth and make assertions. At Level 2 there should be some brief explanations of the success of the Reformation with greater breadth or depth. Level 3 answers will be aware of a range of factors which could be explained in some depth in Level 4. Level 5 responses will have a good overview, range and depth, justifying a clear conclusion.

Question 3

- (a) Explain briefly what is meant by 'Anabaptism' in the context of the Reformation.

(3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. Anabaptism was significant because followers believed in adult baptism rather than infant baptism; they were seen as a radical group. **1**

- L2: Developed explanation of the term, linked to the context, e.g. as in Level 1, and identifies other elements of their beliefs and organisation which indicate difference, for example, they objected to paying tithes, wanted to elect their ministers, mix only with those of the same views etc. They caused a divide in the Reformation. **2-3**

- (b) Explain why radical groups were seen as a threat by other Protestants.

(7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. their beliefs and activities did not conform to those of other groups as in their belief in adult baptism; there was a fear of competition and the division of the protestant movement. **1-2**

- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. adult baptism meant that a choice was being made and this could lead to the further sub-division of the protestant movement, weakening its position vis-à-vis the Catholic Church; they refused to accept the power of the state, e.g. through not taking up office, or joining the army and so were seen by rulers as a major threat to political stability; there were many groups, although small, which became more extremist; they believed in communal ownership of property which was seen as a threat to private property; the Munster episode suggested they were violent despite their unwillingness to take up arms as soldiers 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 that they acted as a 'brake' on the development of the Reformation; their extremism was seen as dangerous and they remained small but may have in some way made Lutherans and Calvinists seem acceptable. **6-7**

- (c) 'The radical reformation failed because it lacked effective leadership.'
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 various sects of the radical movement did have leadership, e.g. Jacob Hutter of the Hutterites, Melchior Hoffman, Jan Matthys and Jan Beukels in Munster, Thomas Muntzer led the Zwickau prophets. Comparatively large numbers of people became followers, e.g. over 1400 were re-baptised in Munster. Most of these leaders tried to set up a limited structure for their followers; Jan Matthys was voted into power, his successor, van Leiden, set up a quasi-monarchy. They all created forms of worship, some attempted communal ownership of property, and usually believed that the power of the state was rooted in the community. However, there were no social or political hierarchies; they would not swear oaths, pay tithes, act as magistrates or take part in political assemblies so the structures were limited. Above all, the differences between the various communities meant there was no overall leadership. This did mean that suppression/persecution was more likely to succeed.

However, there were other reasons for their failure, e.g. their small numbers, possibly 1% of the population as a whole meant they were relatively easily suppressed, they were not led by people who were powerful, socially or politically – they were mostly craftsmen, farmers and peasants. They were misunderstood in that they simply wanted to get on with their lives but were seen as subversives in a Europe which was not liberal either politically, socially or religiously. The Munster situation in which a dictatorship was set up and destroyed by besieging Catholics gave radicals a bad image and unleashed persecution of other smaller groups. The Peasants' War of 1525 was remembered and extremism became increasingly unacceptable.

Some answers may also link to the strengths of the more mainstream reformers in comparison to the diversity and limitations of the radicals; such answers could compare the structures, e.g. of Calvinism with the excesses of Munster to demonstrate the issues of leadership, clarity of doctrine, reliance on the scriptures etc. to arrive at a conclusion. However, answers on these lines should have balanced and clear focus on the radicals.

Answers at Level 1 are likely to lack range and make assertions. At Level 2 there should be brief identification of the issue of leadership and some other factors. Answers at Level 3 will offer a range of points of comparison and this will be more fully developed at Level 4, with clear conclusions/judgement leading out of this for the award of Level 5.