

A-LEVEL

# History

Paper 2C The Reformation in Europe, c1500–1564  
Additional Specimen Mark scheme

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Version/Stage: Stage 1.0

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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 attitudes to Luther in 1521. | <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), or 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>     |

## 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. 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

- The position of the Papal Nuncio might suggest a favourable view of the Catholic Church.
- It was written in 1521 a time of significant crisis for the Papacy.
- The fact that the Nuncio was ordered to report events at Worms might add a degree of validity.
- The idea of reporting specifically to the papacy might add further to the credence; however it might suggest that the report simply reflected what the Nuncio expected the papacy wanted to hear.

### Content and argument

- The report highlights concerns about the spread of Lutheranism and the need for the Emperor to remain committed to the Papacy.
- Expresses concern that no one knows how to 'confront' the heresy implying that the Papacy is at a loss in knowing how to deal with the spread of Lutheranism.
- Suggests that the 'whole world' is against the Papacy and fears that the Emperor might desert it.
- The final section may indicate that the support for Luther spread beyond the local fairly rapidly. Indeed, the appeal of Luther to the merchant class, combined with the extensive use of the printed word explains the rapid spread of Luther's ideas.

### Tone and Emphasis

- Reference to the gospel of Luther as 'heresy' places the emphasis plainly against Luther.
- 'Fear Luther' adds weight to the sense that he is a pernicious influence.
- 'Wicked advice of his entourage' adds to the moral criticism of Luther.
- The language is plainly emotive; phrases such as 'mad dogs' and 'stupid beasts' add to the sense of despair.

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

- It is an official document with the authority of the Emperor compelling all rulers within the Empire to outlaw Luther.
- It was a direct response to divisions that had arisen in the Empire as a result of the 95 Theses of 1517.

**Content and argument**

- The threat from Luther is seen to be more than simply theological and indeed he seems to be a concern for civil order. That Luther's ideas were used by those seeking broader social change supports this view. It was the threat to a steady income from indulgences that first aroused the opposition of the established order.
- Luther threatens the 'natural hierarchy' of society and, as such, this reinforces the impression that the opposition was not simply theological. Indeed the social and economic distress of the period might be used to illustrate the point.
- He is also a threat to the Church for he is a 'notorious heretic'. This was a charge levelled at Luther at Worms and which became the basis for subsequent attempts to prevent the spread of Lutheranism. It also became the pretext for his ordered arrest. Some candidates may suggest that he virtually incriminated himself as a heretic with the Leipzig Debate of 1519.
- Luther represents a threat in that his ideas may spread and that the method of such dissemination was the printed form.

**Tone and Emphasis**

- The tone is formal but plainly critical of Luther. The opening 'He says...' immediately sets a confrontational tone.
- There is a certain attempt to justify the Edict. 'For these reasons...' suggests that there has been a rational hearing leading to a justified conclusion.
- 'Poisonous false doctrine' is clearly emotive and subjective.

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

- Commentary about his apparent inclination to Protestantism might be tempered by the fact that Durer may have never left the Catholic Church. Indeed, despite often vocal support for Luther there remains some doubt over Durer's actual denomination at his death.
- This is a personal view committed to his diary shows the extent to which Luther is influencing Catholics at the time.

**Content and argument**

- This source elevates the role of Luther by imagining the effect of his removal.
- There is a clear suggestion that Luther is innocent of any crime. He has simply preached the truth. The very fact that Luther had been summoned to give account of himself may be used to illustrate the subjective nature of this charge.

- That truth has been hidden by the Catholic Church; Luther's gospel set out to expose the truth. Candidates will probably suggest that this is plainly subjective and that Luther's writings did not seek, at least initially, to change the Gospel itself. This was a reform of practice.
- The rejection of purgatory, the power of the saints and the position of the Pope hardly represented an entirely new gospel. Even the most revolutionary *Babylonish Captivity of the Church* attacked the Sacraments, not the gospel.

### **Tone and Emphasis**

- The language is plainly emotive. Phrases such as 'treacherously been taken captive' are subjective.
- Use of the word 'murdered' indicates the position of the author.
- The tone is set against the Papacy, which is referred to as unchristian with a false and blind doctrine. Emotive and subjective language.
- The plea at the end of the source reinforces the positive approach to Luther.

**Section B**

**0 2** 'The main reason for the difficulties faced by the Anabaptists was the leadership of Melchior Hoffmann.'

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**

- L5:** 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. **21-25**
- 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**

## 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 to support the premise that the leadership of Hoffmann was the main reason for the difficulties faced by the Anabaptists might include:**

- Hoffmann's insistence on the end of days in 1533 and the location of Strasbourg, gave a very definite criteria of success. When the end failed to materialise his leadership was seen to have been heavily flawed
- Hoffmann's personal re-baptism of hundreds in the Netherlands proved hugely unpopular outside of the movement
- Hoffmann's insistence on the cleansing of the ungodly gave the Anabaptists a particular unpopularity
- this failed prophecy and stringent leadership played no small part in prompting the Munster Rebellion
- the violence of the rebellion led to Hoffmann's imprisonment and confinement to death – a failed leader.

**Arguments to challenge the premise that the leadership of Hoffmann was the main reason for the difficulties faced by the Anabaptists might include:**

- Hoffmann was one of several leaders, many of whom were even more radical than Hoffmann
- Anabaptism developed a reputation as an intellectual movement that had been hijacked by a few radicals
- Muntzer had already passed to Anabaptism, a reputation for violence and extremism – Hoffmann cannot be credited with that
- Hoffmann's supporters did not abandon Anabaptism after the failed prophecy
- under Rothmann, Munster moved towards Anabaptism anyway
- 1533 the Anabaptists were actually voted in under Mathijs
- it was the stance of the Bishop of Munster that caused the greatest difficulties for the Anabaptists – a stance that had little to do with the role of Hoffmann.

The Anabaptists would not have judged the success of their movement by the number of converts. The whole basis was that only the few would be saved. The very difficulties that they faced were simply seen as further evidence of the end of days. Hence given the confusion over the criteria for success, the leadership of Hoffmann would perhaps not alone be seen as a failure.



- 0 3** How successful was Calvinism in establishing itself within Scotland and France in the years to 1564? **[25 marks]**

*Target: AO1*

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

### Generic Mark Scheme

- L5:** Answers will display a 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. **21-25**
- 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**

## 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 to support the premise that by 1564 Calvinism was successful in establishing itself in Scotland and France might include:**

- Calvinism was well established in Geneva by 1564, there were 34 printing presses in Geneva spreading the message of Calvinism
- there were a very large number of missionaries deliberately sent from Geneva who were largely successful in further establishing Calvinism within Scotland
- Scotland became Calvinist in 1560 with the Confession of Faith
- France saw a huge influence of such literature, largely smuggled across the border from the Low Countries
- Calvin's ideas were beginning to influence religious reformers in many other areas, for example with some measure of official approval in Scotland and without such approval in parts of France.
- Calvin's nationality, native tongue and the location of Geneva are all factors that ensured the rapid spread of Calvinism within France
- Scottish alliance with France explains some of the rapid spread of ideas between the two states
- the role of Knox, especially after his visit to Geneva in 1554, might be identified as a major factor illustrating the spread of Calvinism with Scotland. The number of churches converting to Calvinism rose rapidly after this date
- from 1560 onwards Navarre became something of a refuge for the Calvinists in France, especially after d'Albret's confession
- Charles IX and especially his mother, were instrumental in attempting to avert a religious war in France and in so doing granted a degree of toleration to the Calvinists in 1562.

**Arguments to challenge the premise that by 1564 Calvinism was not successful in establishing itself in Scotland and France might include:**

- Calvinism only spread where central authority was weak; this was especially true in France, but when such authority returned, so Calvinism declined
- peace between France and Spain in 1559 intensified the reaction of central authority to the influx of Calvinism to France, which may have been fully repressed if not for the death of Henry II
- it was by no means certain in 1564 that the growth of Calvinism would continue
- It was evident that the authorities (or many of them) in France in particular saw Calvinism as a threat which therefore needed to be suppressed
- many of the Scottish nobility feared that adopting Calvinism might harm the lucrative alliance with France
- Knox was not entirely successful; indeed he was condemned by a Scottish ecclesiastical court and subsequently burned in effigy
- Calvinism was officially established but it increasingly became an intolerant version and distanced Scotland from the mainstream of opinion in Europe.

Calvinism spread to established states out of the confines of a small city and by 1564 had established itself in both Scotland and France; in the former with political authority, in the latter without. As it spread, it changed, however. This was particularly the case in Scotland where it became an intolerant faith.

**0 4** 'The Council of Trent had failed to reform the Catholic Church by 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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- Nothing worthy of credit. **0**

## Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments to support the success of the Council of Trent in reforming the Catholic Church might include the following:**

- it reinforced the essentials of Catholic doctrine, which in itself strengthened the mission of the church
- it strengthened the authority of bishops and insisted on their more consistent exercise of their pastoral role
- as a long term consequence it encouraged the pursuit of education amongst the clergy
- some (but not all) secular Catholic rulers accepted the importance of the Tridentine decrees and sought to impose them
- the papacy's authority was re-emphasised
- provided a clear statement of what a Catholic should believe and this drew a firm line with 'compromise'. As such it provided a very clear line for all in the Catholic Church to abide by if not to obey.

**Arguments to challenge the success of the Council of Trent in reforming the Catholic Church might include the following:**

- it did not completely eliminate abuses within the Church, in effect it simply shifted some further underground
- different opinions were effectively stifled; such opinions might well have proven useful in actual reform of the Church
- reform should not be confused with the desire to enforce a perceived status quo
- it did nothing to reform the papal curia or to indicate the exact position of the Pope outside of Rome. It might be argued that this was the focus of much discontent and therefore the most obvious area for reform
- much still depended on the secular leader of a region to enforce the decrees
- the reinforcement of papal authority helped to lead to a growing illiberalism within the Church
- the Church failed to embrace reform and so saw more souls flock to conservatism in this period.

The clear statement of Catholic belief was in fact a great achievement, although it was unlikely to do anything to bring the church back together. Yet, this in turn marginalised the very liberal, reforming elements of the Catholic Church that might have made a closer understanding with the reformed churches possible. Whilst the Council strengthened the bishops, this came at a further cost, failing to address the obvious abuses of the episcopacy and doing nothing to accommodate the protestant understanding of the role of the bishops. Candidates might therefore conclude that the real winner at Trent was the papacy rather than the Catholic Church as a whole.