



GCE

History A

Unit **Y237/01**: The German Reformation and the rule of Charles V
1500–1559

Advanced Subsidiary GCE **H105**

Mark Scheme for June 2016

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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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



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Y237/01

Mark Scheme

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

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1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Section A

Question	Answer	Marks	Guidance
1*	<p>How far was Charles V responsible for the failure to restore Catholic authority in Germany in the years 1530-1555?</p> <p>In arguing that Charles V was to blame:</p> <ul style="list-style-type: none"> • Answers might consider his preoccupation with his campaigns against the Turks, which coloured his approach to matters in Germany. For example, the importance of the Truce of Nuremberg in strengthening the Schmalkaldic League. • Answers might consider his arguably unrealistic hopes for reconciliation between Protestants and the Church, despite the failure of the Diet of Augsburg (1530). • Answers might consider Charles' failure to capitalise on Protestant weaknesses, particularly in the 1540s. • Answers might consider Charles' personal responsibility for the failure of the Interim of Augsburg (1548) • Answers might consider Charles personal lack of will to continue the struggle by 1555. <p>In arguing that Charles V was not to blame:</p> <ul style="list-style-type: none"> • Answers might consider factors within the empire that were outside Charles' control, such as its size and extent, its political structure and the threats from the Ottomans and France which diverted resources and attention. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels, answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.

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Section A

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider the extent of grassroots and elite support for Protestantism by 1530 • Answers might consider the importance of the Schmalkaldic League and growing support for protestant ideas amongst the Princes. • Answers might consider the attitude and role of the Papacy in blocking compromise whilst providing limited resources to combat the spread of Protestantism. 		
2*	<p>How far do you agree that financial difficulties were the main factor limiting Charles V's success against the Ottomans in this period in the years 1520-1559?</p> <p>In arguing that financial problems were the main factor:</p> <ul style="list-style-type: none"> • Answers might consider Charles constant efforts to raise money from the constituent parts of the empire. • Answers might consider the reluctance of many imperial leaders and subjects to contribute finances to the campaigns. • Answers might consider the role of financial difficulties in encouraging Charles to make peace with the Ottomans, for example in 1543. • Answers might consider the weak economic situation of the empire, particularly by 1555. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels, answers might establish criteria against which to judge the relative importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.

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Section A

Question	Answer	Marks	Guidance
	<p>In arguing other factors were to blame,</p> <ul style="list-style-type: none"> • Answers might consider Charles' inheritance and the strength of the Ottomans in 1520. • Answers might consider the strategic and military advantages of the Ottoman forces. • Answers might consider the role of France. • Answers might consider Charles' own leadership and decision making. • Answers might consider the overstretched nature of the empire and distractions elsewhere. 		

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Section B

Question	Answer	Marks	Guidance
3	<p>Read the interpretation and then answer the question that follows:</p> <p>‘The spread of the new religious ideas has long been attributed to the influence of the printing press. The views of Luther became accessible to a mass reading public almost as soon as they were written.’</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate focuses on the reasons for the rapid spread of Lutheran ideas in the early stages of the Reformation.</p> <p>In analysing and evaluating the strengths and limitations of the given Interpretation, answers might note that the interpretation identifies the printing press as the primary reason for the spread of Luther’s ideas, and cites the presence of a ‘mass reading public’.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The rapid spread of Luther’s ideas, occurring after the development of printing, as compared to criticisms of the Church which originated before its development. • The role non-written printed communication, such as woodcuts, played in spreading Luther’s ideas. • The particular support seen for Luther’s ideas in towns, where literacy levels were highest. • Luther’s use of pamphlets and books to communicate his message. 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors. • Candidates are not required to construct their own interpretation.

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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • The large numbers of Luther's works, such as the 1520 pamphlets, the German Bible and the Catechisms which were printed. <p>In analysing and evaluating the limitations of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The fact that literacy was still limited in this period and many people could not read. • The problem of interpretation that was posed by printed media, thus meaning that there could be problems in the accurate transmission of ideas. • The importance of other forms of communication such as paintings, preaching, hymn singing and word of mouth transmission of ideas. • The importance of the early support of elites in helping Lutheranism to take hold and spread. <p>Other interpretations that might be used in evaluation of the given interpretation are:</p> <ul style="list-style-type: none"> • Interpretations which do acknowledge the importance of printing in spreading Luther's ideas, but which ascribe more importance to visual media, such as woodcuts rather than written communication. • Interpretations which ascribe greater importance to the other factors, such as preaching and paintings, over the printing press. • Interpretations which see the role of elites as more important than those of the masses in the early spread of Luther's ideas. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<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 Section A, Questions 1 and 2: Essay [30]
Level 5 25–30 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
Level 4 19–24 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 13–18 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.
Level 2 7–12 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 1–6 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.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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