



**GCE**

**History A**

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

A Level

**Mark Scheme for June 2023**

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

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

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

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING  
SCORIS**

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

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

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

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

**Multiple Choice Question Responses**

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

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

### **Contradictory Responses**

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

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

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

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

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

### **Longer Answer Questions** (requiring a developed response)

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

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

Award Zero '0' if:

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

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

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


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

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## 11. Annotations

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

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following had the greater impact on the development of Charles V's wars with France?</b></p> <p><b>(i) French aggression</b> <b>(ii) The weaknesses of Charles's Empire</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with French aggression</b>, answers might consider the readiness of French kings to exploit the many challenges Charles V faced as Emperor.</li> <li>• Francis I's invasions of Italy and seizure of Milan in 1515, and again in the 1520s and 1530s, were highly provocative.</li> <li>• Francis seized the opportunity to exploit Charles' problems with the Comeneros by invading Navarre in 1521.</li> <li>• In the 1540s Francis initiated further war with Charles, was willing to engage in negotiations with Turks, and even provided a French haven for Barbarossa, in defiance of Charles.</li> <li>• The French exploited Charles' problems in the Empire by supporting the Schmalkaldic League and Maurice of Saxony.</li> <li>• <b>In dealing with the weaknesses of Charles's Empire</b>, answers might consider the impact of the many challenges Charles V faced in maintaining his Empire on the development of his wars with France.</li> <li>• The problem of the spread of German Lutheranism for Charles which was exploited by the French.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>The problems Charles faced in Italy from opponents in Italy (e.g. pope, city-states) who encouraged French aggression (e.g. through the forming of the League of Cognac).</li> <li>The Ottoman threat in the east of the Empire (Hungary, Vienna, campaign of 1532) in further preventing Charles from attending fully to French aggression in the West.</li> <li>The Ottoman threat in the Mediterranean, exploited by Francis I.</li> <li>Charles' weak financial position and the problems caused by the Imperial Diet, undermining his ability to afford putting mercenary armies into the field against his enemies.</li> </ul>		
1	(b)*	<p><b>'The most serious Ottoman challenge to Charles V was from Barbarossa in the Mediterranean.' How far do you agree?</b></p> <p><b>In arguing that it was the most serious challenge, answers might consider:</b></p> <ul style="list-style-type: none"> <li>Barbarossa's potency as the leader of highly capable captains and the Barbary corsairs and having Suleiman's full backing (appointed Admiral in Chief of the Ottoman Empire in 1533).</li> <li>The significance of Barbarossa's capture, in 1529, of Algiers, and the conquest of Tunisia in 1534, for launching piratical strikes on Italy.</li> <li>The diversion of resources by Charles V in the subsequent campaign resulting in the recapture of Tunis and Goletta (1535).</li> <li>Barbarossa's command of the Turkish fleet that smashed the imperial fleet at Preveza in 1538, thus securing Ottoman control over the east</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on evaluating the factors for and against the hypothesis that Barbarossa was the most serious challenge but at Level 4 may simply list challenges</li> <li>At Level 5 there will be judgement as to the most important reason</li> <li>At higher levels candidates might establish criteria against which to judge the reasons</li> </ul>



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		<p>Mediterranean.</p> <ul style="list-style-type: none"> <li>• Barbarossa's raids on Italy following Preveza.</li> <li>• In developing relations with the French Barbarossa increased the threat posed by French aggression towards Charles.</li> </ul> <p><b>In arguing that it was not the most serious challenge</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The threat to the eastern part of the Empire by the Turks, including the capture of Belgrade in 1521.</li> <li>• The capture of Rhodes by the Turks in 1522 which placed the eastern Mediterranean more securely under the control of the Ottomans.</li> <li>• The danger to the Empire during the Ottoman attempt to take Vienna in 1529.</li> <li>• The challenge posed by Zapolyai's control of Hungary, under Turkish protection, after 1532.</li> <li>• The Ottoman invasion and occupation of almost all Hungary, following Zapolyai's death, in 1540.</li> <li>• The danger to Charles from the alliance of Turks with France in 1535.</li> <li>• The significance of the capture of Tripoli (after Barbarossa's death in 1546) in 1551 as a prelude to the Italian War of 1551-1559 in which the Ottoman fleet and French fleet combined forces against imperial interests.</li> <li>• The contributions of other Ottoman sea-captains in the Mediterranean, notably Admiral Pasha who took Elba and Corsica in 1554, and other islands thereafter (including Menorca in 1558).</li> </ul>		<ul style="list-style-type: none"> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>
2	(a)	<p><b>Which of the following contributed most to the development of the German Reformation in the period 1517 to 1529?</b></p>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p>

Question	Answer	Mark	Guidance
	<p><b>(i) The condition of the Holy Roman Empire</b>  <b>(ii) The condition of the Roman Catholic Church</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <p><b>In dealing with the Holy Roman Empire</b>, answers might consider the growing instability in the Empire.</p> <ul style="list-style-type: none"> <li>• Economic problems contributed to tensions that undermined loyalty to the old order and faith.</li> <li>• States moved towards greater autonomy in developing standing armies and more sophisticated and independent bureaucratic and legal structures; powerful individuals supported Lutheranism in defiance of the Emperor.</li> <li>• The spread of humanism within the Empire contributed to the Reformation.</li> <li>• The development of German nationalism contributed to the development of desires to break with Rome.</li> <li>• The weakening of the Swabian League and the development the League of Torgau were significant in the developing schism.</li> <li>• Charles V's faced significant challenges to his Empire elsewhere (e.g. from Ottoman Turks) and these greatly undermined his capacity to prevent the spread of Lutheranism.</li> </ul> <p><b>In dealing with the Roman Catholic Church</b>, answers might consider the need for its reform.</p> <ul style="list-style-type: none"> <li>• The Church was increasingly regarded as corrupt.</li> <li>• The commitment of the Catholic Church to the Emperor was not as great as the Emperor's commitment to the Catholic Church (e.g. the attitudes of the Archbishop of Trier).</li> </ul>		<p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> <li>• 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.</li> </ul>

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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>The personality and behaviour of successive popes before and during the period undermined its reputation and encouraged reformist thinking.</li> <li>Certain clerical 'abuses' encouraged the Reformation: simony, pluralism, nepotism, absenteeism, the sale of indulgences.</li> <li>Clerics were criticised for hypocrisies such as failing to maintain rules of celibacy, and the illiteracy of many lesser clergy was a further concern; there was a growth of anti-clericalism among the congregations and communities served by the Church in Germany.</li> </ul>		
2	(b)*	<p><b>'Warfare was the most important factor in the development of the German Reformation between 1530 and 1555.' How far do you agree?</b></p> <p><b>In arguing that warfare was the main reason,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>Warfare against the Ottomans undermined Charles V's ability to control the spread of Lutheranism.</li> <li>Wars with France undermined Charles V's ability to contain the German Reformation.</li> <li>Charles' wars with France could be cited as a factor in explaining the interventions, on the side of Charles' opponents, of Catholic French kings (Francis I, Henry II) throughout the period.</li> <li>The limited impact of the Battle of Muhlberg in defending Roman Catholicism in the Empire.</li> <li>The impact upon the course of the Reformation of Maurice of Saxony's revolt and the Treaty of Passau.</li> <li>The impact of warfare upon the Reformation as embodied in the terms of the Peace of Augsburg.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on evaluating factors for and against the hypothesis that warfare was the most important factor but at Level 4 may simply list factors.</li> <li>At Level 5 there will be judgement as to how far warfare was the most important factor in the development of the German Reformation between 1530 and 1555.</li> <li>At higher levels candidates might establish criteria against which to judge success</li> </ul>

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Question	Answer	Mark	Guidance
	<p><b>In arguing that warfare was not the main reason,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• Popular pressure on authorities to promote Lutheranism (e.g. at Erfurt).</li> <li>• The increasing independence of German cities and autonomy of German princes which allowed greater religious independence.</li> <li>• The political interests (as opposed to religious convictions) of German princes (notably Maurice of Saxony) which influenced religious choices.</li> <li>• Charles V's attempts to heal religious divisions (through diets, edicts, papal negotiations etc.) without resort to warfare.</li> <li>• Charles' determination to restore Roman Catholicism throughout his Empire which fuelled religious division, contributing to the Reformation.</li> <li>• The significance of political and religious polarisation and the forming of Catholic and Lutheran leagues.</li> <li>• The Augsburg Confession and the failure thereafter to resolve theological differences which contributed to the development of the Reformation.</li> <li>• The Emperor's limited resources (e.g. financial) and commitments elsewhere weakened his ability to control the spread of the Reformation.</li> <li>• The 'warfare as last resort' position taken by both sides accounts for the relatively non-violent development of the Reformation between 1530 and 1546, by which time Lutheranism was firmly entrenched.</li> </ul>		<ul style="list-style-type: none"> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.</li> </ul>

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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