



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 4
DEPTH STUDY 5
THE REFORMATION c. 1500-1564

PART 2: THE SPREAD OF PROTESTANTISM
c. 1531-1564

1100U50-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

HISTORY
MARK SCHEME
UNIT 4
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PART 2: THE SPREAD OF PROTESTANTISM c. 1531-1564

Marking guidance for examiners

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is focused on the ability to analyse and evaluate different ways in which aspects of the past have been interpreted. The total mark awarded to this question is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the development of the Protestant Reformation in Europe from 1539-1554.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if previous learning is used to show understanding of the historical context if appropriate.

Candidates will consider the value of the sources to an historian studying the development of the Protestant Reformation in Europe from 1539-1554. Understanding of the historical context should also be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- While Sources B and C show the relationship between Calvin's ideas and the development of the Protestant Reformation in Switzerland and France, Source A was written by Luther himself in the late 1530s and illustrates the incitement for rebellion by the German reformer against the power of Charles V. Luther displays his continuing concern with salvation and his tone also suggests political motivation for challenging the emperor. There is no mention here of disagreement with Roman practice or fear of persecution, that belongs to an earlier age, although Luther never appeared to be afraid of persecution as his burning of the papal bull and his stance at Worms showed. This suggests that the Reformation in Germany has taken a different turn by 1539. The tone is forthright and uncompromising. The source is extremely valuable in studying the Reformation in Europe in this period as it demonstrates that here, at this stage in Germany, we have a different quarrel between religion and politics than that displayed by followers of John Calvin in France and Switzerland by the early 1550s
- The evidence in Source B shows that Calvin's doctrine had been officially accepted in Geneva by 1552. The minutes of this special council meeting in Geneva leaves no doubt that John Calvin's doctrine was fully accepted in this city as early as 1552. Calvin's influence on the development of Protestantism in Europe was social and an uncompromising rejection of Roman practice. The evidence of Source B is also of considerable value in studying the later Reformation as it shows the early unequivocal support for Calvin's doctrine and it also displays how quickly Calvinism was accepted in Geneva where the Frenchman Calvin was almost continually an exile from the early 1530s until his death

- Source C displays, in Calvin's country of birth and by the middle of the sixteenth century, that Calvinism was an entity, albeit one whose followers had to tread carefully to practise their beliefs. Candidates should use their understanding of the historical context of the increasing royal antipathy to Protestantism in France. The source is a clear instruction by Calvin himself to French citizens to have secret meetings in France in order to avoid persecution. This source is particularly valuable in studying the development of the Reformation in Europe because it addresses a Huguenot congregation and it shows the persecution of this group in 1554 almost a decade before the outbreak of the French Wars of Religion and certainly shows a departure from the toleration of Huguenotism as seen before the Affair of the Placards, in Paris, in 1534. This gives an historian valuable evidence of the state of development of the Reformation in France and the part played by Calvin in encouraging its survival. It is also an indication of the growing international appeal of this group of Protestants

Overall, candidates will provide a judgment regarding the value of the sources to an historian studying the development of the Protestant Reformation in Europe from 1539-1554 and are able to demonstrate that value through consideration of the tone and nature of the presented sources and understanding of the historical context.

ASSESSMENT GRID FOR QUESTION 1

Target AO2

Total mark: 30

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical content

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective value of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited.

Band 3 CHARACTERISTICS		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their attributions and/or content. Any reference to the historical context will be limited. There will be a limited judgement on the utility of two of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers.

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.

QUESTIONS 2 AND 3

Marking guidance for examiners

Summary of assessment objectives for Question 2 and 3

Both questions assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the most significant turning point in the Protestant Reformation in Europe up to 1564 was the Peace of Augsburg of 1555?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the Peace of Augsburg in 1555 was the most significant turning point in the Protestant Reformation in Europe up to 1564. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the Peace of Augsburg of 1555 as a significant turning point in the Protestant Reformation in Europe up to 1564. In order to reach a substantiated judgment about this issue, candidates may argue that it was a major significant turning point in the Protestant Reformation in Europe. The response might support the proposition by considering:

- it was an acknowledgement of Protestantism in the heartland of the Holy Roman Empire
- it was a major defeat for Charles V's championship of the Catholic faith
- it accepted non persecution of those who had converted
- it tolerated a bi-confessional Germany

Candidates might consider challenging the proposition in the question by arguing that there were other significant turning points in the Protestant Reformation in Europe up to 1564. The response might consider:

- the continued work of Luther and the radical reformers
- the continuing support of many German princes
- the formation of the Anabaptists and the geographical spread of radical Protestantism
- the Concordat with Zurich in Switzerland
- the work of Calvin in France and Geneva

Overall candidates will offer a debate and come to a substantiated judgement regarding extent of the significance of the Peace of Augsburg as a major turning point in the Protestant Reformation of Europe up to 1564.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

"Ignatius Loyola was mainly responsible for the success of the Counter Reformation up to 1564." Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the range of factors behind the success of the Counter Reformation up to 1564. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

In addressing the context of the set question, candidates may deploy knowledge and understanding from their previous learning. Credit may be given if the knowledge and understanding deployed helps to address the specific question set.

Candidates will offer an analysis and evaluation of the reasons for the success of the Counter Reformation. In order to reach a substantiated judgment about the issue, candidates may argue that Ignatius Loyola was certainly a significant factor in the success of the Counter Reformation up to 1564. The response might support the proposition by considering:

- that without Loyola the hugely influential Society of Jesus would not have existed. Some historians have called him the Father of the Jesuits who are acknowledged to have had huge success in the Counter Reformation
- he brought to the leadership of the Jesuits a scheme of devotion embodied in his *Spiritual Exercises*
- Loyola's *Spiritual Exercises* were effective as a spur to militant missionary efforts
- the Jesuits have been described as the spearhead of the Counter Reformation and that Loyola's influence was therefore both very widespread and very significant
- at the time of his death Loyola's Society had over one thousand members in eleven countries and provinces amongst them Italy, Castile, Portugal, Brazil and India

Candidates might consider challenging the proposition in the question by arguing that there were other factors which were significant in ensuring success for the Counter Reformation. The response might consider:

- the role of the reforming papacy post 1530s
- the impact of the calling of the Council of Trent
- the deliberations and decisions of the Council of Trent up to 1564
- the establishment of the Inquisition and the Index
- the establishment of 'New Catholicism' after 1564

Overall candidates will offer a debate and come to a substantiated judgement regarding how important Ignatius Loyola was in the success of the Counter Reformation up to 1564.

ASSESSMENT GRID FOR QUESTIONS 2 AND 3

Target AO2

Total mark: 30

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.

Band 6 CHARACTERISTICS		<i>The response is fully focused on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6M	28	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set].</i>
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will be mainly focused on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the period set. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response tends to focus on using a highly structured (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [<i>the yes/no – for and against – essay</i>]
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers

Candidates should be rewarded for making connections and comparisons between elements of both parts of the depth study where relevant.