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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2022**

**HISTORY - UNIT 4  
DEPTH STUDY 5**

**RELIGIOUS REFORMATION IN EUROPE c.1500–1564**

**PART 2: THE SPREAD OF PROTESTANTISM AND  
COUNTER-REFORMATION c.1531–1564**

**1100U50-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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.

## Marking guidance for examiners

### Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. This question is compulsory and the mark awarded to it is 30.

### The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

### 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 level are displayed. Third, a final mark for the question can then be awarded.

### Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that 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 must credit any further admissible evidence offered by candidates.

### 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 level are displayed. Third, 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.

**The paper has a maximum tariff of 60.**

## Question 1

**AO2:** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		<b>Value of the sources</b>	<b>Analysis and evaluation of the sources in their historical context</b>	<b>Focus on the question set</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
<b>Band 5</b>	<b>21–25 marks</b>	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
<b>Band 4</b>	<b>16–20 marks</b>	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
<b>Band 3</b>	<b>11–15 marks</b>	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
<b>Band 2</b>	<b>6–10 marks</b>	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
<b>Band 1</b>	<b>1–5 marks</b>	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

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

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**Using your understanding of the historical context, assess the value of these three sources to an historian studying the development of religious conflict in Germany between 1534 and 1555.**

Candidates will consider the value of the sources to an historian studying the development of religious conflict in Germany between 1534 and 1555. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

**Source A** The general historical context associated with this source is reaction to the radical Reformation, while emphasis on its specific historical context may include reference to the Anabaptist's Münster rebellion from February 1534 to June 1535, during which the radical preacher Jan Matthys, and later, John of Leiden, brought adult baptism, violent iconoclasm, polygamy and communism to the city. Part chronicle, part religious confession, this was written during the Münster rebellion by radical leader Rothman, who criticises the practices of both the Catholics and Lutherans in the city and explains how the radicals model themselves on Jesus following what was written in the scriptures. This source explains how Catholic forces tried to take control of the city back by force and were initially defeated, showing that by 1534 supporters of Rome were more violent and extreme in their suppression of opposition than they had been before 1534. The Anabaptist rebellion would come to a violent end in 1535

**Source B** The general historical context associated with this source is conflict between Charles V and the Lutheran princes in Germany, while emphasis on its specific historical context may include reference to this treaty marking the beginning of the Schmalkaldic War between the Emperor and the Lutheran Schmalkaldic League from July 1546 to May 1547. Further specific historical context may include references to Charles concluding the latest round of the Italian Wars in 1544, and Pope Paul III convening the Council of Trent. Pope and Emperor are justifying their war on the Lutherans by explaining that they have given them a chance to attend the recently convened Church council but that they have refused to attend. The stated aim of this war was to bring all of Germany back into the imperial and papal fold. The emphasis on co-operation between the Empire and the Papacy was intended to provide a united front against the religious and political threat of the Lutheran League. The treaty is a confident statement that this military action will be successful. This source shows that, by 1546, Charles V and Paul III were both ready and willing to use military force to end the religious rebellion in Germany.

**Source C** The general historical context associated with this source is the settlement of the religious crisis in Germany, while emphasis on its specific historical context may include reference to the second phase of religious wars in Germany following the actions of Maurice of Saxony, which undermined Charles V's Augsburg Interim and led to a string of Lutheran victories. The Diet of Augsburg formalised the temporary peace that had been agreed between the Lutherans and the Emperor in the 1552 Peace of Passau. Charles V abdicated as Holy Roman Emperor in July of 1555 in favour of his brother Ferdinand. This peace treaty established the principle of *cuius regio, eius religio* (whoever rules, follow his religion), which resolved the religious dispute between those who supported the Augsburg Confession (Lutherans) and those who continued to follow the Pope. This remained the case for the rest of the century. It did, however, exclude any other non-Catholic religious groups such as the Calvinists and the Anabaptists. The legal language of the treaty makes this distinction very clear. It also makes clear that reprisals or persecution of those who want to follow their religion to a more sympathetic territory were not to be tolerated. Thus, by 1555, the two main sides in the religious conflict in Germany were ready to make peace and live, grudgingly, alongside each other.

### Questions 2 and 3

**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.

		Analysis and evaluation	Judgement	Knowledge	Communication
<b>Band 6</b>	<b>26–30 marks</b>	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
<b>Band 5</b>	<b>21–25 marks</b>	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
<b>Band 4</b>	<b>16–20 marks</b>	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
<b>Band 3</b>	<b>11–15 marks</b>	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
<b>Band 2</b>	<b>6–10 marks</b>		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
<b>Band 1</b>	<b>1–5 marks</b>		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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

**0 2 Evaluate the significance of the Jesuits to the development of the Catholic Church between 1531 and 1564.**

Candidates will offer a supported appraisal of the Jesuits, measuring their impact on the development of the Catholic Church in the context of the specified period, and perhaps in relation to other relevant issues. They will consider a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Jesuits were significant to the development of the Catholic Church during the specified period may include the following.

- The Jesuits enabled the Catholic Church to actively resist and fight back against the spread of heretical doctrines.
- The military organisation of the Jesuits meant that they were much better suited than other religious orders to maintain discipline and doctrine while working to protect and spread the influence of the Catholic Church.
- Loyola's *Spiritual Exercises* and leadership made an effective and consistent focus for the missionary efforts of the order that were immune to the whims of the Papacy.
- By using similar methods to the Protestants to spread their ideas, the Jesuits were able to use their enemies' own weapons against them.
- Support for the Jesuits grew quickly; there were over a thousand members by the time of Loyola's death in 1556, spreading not just though Europe but also into the Americas and Asia as well.

Arguments that suggest that the Jesuits were not, or less, significant to the development of the Catholic Church during the specified period may include the following.

- New religious orders such as the Oratory of Divine Love, the Theatines or the Ursulines all attempted to restore the integrity of religious orders.
- The Council of Trent, which eventually clarified Church doctrine, enabled the Catholic Church to stem the tide of rebellions against it and form the basis for attempts at expanding its influence in future.
- New instruments such as the Index and the Inquisition enabled the Papacy to more effectively root out and deal with dissent and heresy.
- The reform movement of the 1530s, which led to the writing of the *Consilium de Emendanda Ecclesia* – a critique of Church practice and doctrine, provided the basis for future Church reforms.

<b>0</b>	<b>3</b>	<b>Evaluate the impact of Calvinism on Europe in the period from 1536 to 1564.</b>
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Candidates will offer a supported appraisal of Calvinism, measuring its impact on Europe in the context of the specified period, and perhaps in relation to other relevant issues. They will consider a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the impact of Calvinism on Europe was significant and/or far reaching during the specified period may include the following.

- Calvinism was a much more coherent set of ideas and religious practices than Lutheranism, and the lack of the need for aristocratic support meant that it could be established anyway by small cells of followers.
- The *Ecclesiastical Ordinances*, which showed clearly how Church and state could work together to bring about reform to the Church and to society, led to the rise of puritanism in several European countries including England.
- The practice of Calvinism in Geneva attracted refugees who then left and spread Calvin's teachings to countries across Europe, even to those such as France where there had been a clampdown on radical religion.
- The Church community in Geneva became a model for newly reformed Churches in Europe, in such diverse places as the Netherlands and Scotland where they became part of organised resistance to established rulers.

Arguments that diminish the significance and/or reach of the impact of Calvinism on Europe during the specified period may include the following.

- The formation of the Schmalkaldic League gave solidarity and protection to the Lutheran princes in Germany, leading to religious war but also to the settlement of the Lutheran question in Germany.
- The Peace of Augsburg, which ended religious conflict in Germany between Lutheran and Catholic princes and provided a long-lasting religious settlement, excluded radicals and Calvinists.
- Developments in the Catholic Church by the time Calvinism began to emerge meant that it was more difficult for radical religious ideas to spread.