

**UNIT 4****DEPTH STUDY 5****RELIGIOUS REFORMATION IN EUROPE c.1500-1564****PART 2: THE SPREAD OF PROTESTANTISM AND  
COUNTER-REFORMATION c.1531-1564****MARK SCHEME****QUESTION 1****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 relationship between Lutheranism and the Catholic Church in the early 1530s.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate. 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 three sources in their historical context and might consider the value of the sources to an historian studying the relationship between Lutheranism and the Catholic Church in the early 1530s. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is a response by a papal legate to what is regarded as the primary confessional document for the Lutheran movement. Understanding of the historical context will allow candidates to explain that the Emperor had called upon the Princes to explain their religious convictions in order to restore unity within the Empire. Campeggio, the papal legate, accompanied the Emperor at Augsburg and was thus charged with the maintenance of ecclesiastical discipline and to provide unity of Faith. In this source it is clear that Campeggio did not trust Protestants and wanted imperial authority to put down Protestants, if necessary by force. Thus the Church shows itself determined to attack what it sees as false teaching and heresy, and as such is a reaffirmation of Catholic teaching. The tone of the source is defensive as is essentially Catholic propaganda deliberately deployed in order to illicit a sense of loyalty and conformity towards the 'true faith'. Even though the source is dated 1530, it still provides valuable evidence to an historian studying the relationship between Lutheranism and the Catholic Church because it reveals the unwillingness of the Catholic Church to accept Lutheranism on any level at this stage as the 1530s dawn.
- Source B is from Luther's pamphlet to the German people issued in 1531. This pamphlet is really a reflection of Luther upon the success of the early Reformation in broader terms, and his desire to protect the Lutheran advances. In this pamphlet he discusses how right it was to present armed resistance to the Emperor and left the choice to take up arms to protestant rulers. Luther wrestled with the question of whether and in what manner it might be appropriate to resist authority. He concluded that defensive action to protect the gospel was permissible but he was opposed to insurrection which was absolutely forbidden. This source is valuable to historians because Martin Luther's pamphlets gave a scale and cohesion to Lutheranism and help understand the difficult relationship with the Catholic Church at this time.

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- Source C is from the Peace of Augsburg, a treaty between Charles V and the Schmalkaldic League signed in 1555. It is an official document which ended the struggle between the two groups and paved the way for the legal division of Christendom within the Holy Roman Empire. The Princes were allowed to select either Lutheranism or Catholicism. The source shows that Lutheranism was now given official status, a considerable advance from the emotions expressed in Sources A and B. However, it shows that the Emperor and thus the Catholic Church did not accept the traditions of Calvinism or Anabaptism. Whilst moderately successful in relieving tensions between Lutheranism and Catholicism it is useful to an historian in showing that minorities were not tolerated and confirms the negative reaction of the Catholic Church through Charles V to reform. There may have been peace at Augsburg but no permanent resolution.

Overall, candidates will assess the value of the sources to an historian studying the relationship between Lutheranism and the Catholic Church in the early 1530s and they are able to demonstrate that value through consideration of the content, provenance and tone of the presented sources and understanding of the historical context.

**ASSESSMENT GRID FOR QUESTION 1**

Target: AO2

Total mark: 30

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

<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
<b>6</b>	<b>26-30</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate sustained and accurate analysis and evaluation of source material with insight and discrimination</i></li> <li><i>provide sustained focus on dealing with the sources in the context of the specific enquiry</i></li> <li><i>offer a sustained judgment regarding the appropriateness of all the sources for the specific enquiry</i></li> </ul>
<b>5</b>	<b>21-25</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate a clear and accurate focus in the analysis and evaluation of source material with insight and discrimination</i></li> <li><i>place the sources in the context of the specific enquiry</i></li> <li><i>offer a clear judgment regarding the appropriateness of the sources for the specific enquiry</i></li> </ul>
<b>4</b>	<b>16-20</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate valid analysis and evaluation of source material with some insight and discrimination</i></li> <li><i>attempt to place the sources in the context of the enquiry;</i></li> <li><i>offer a judgment on the appropriateness of the sources for the enquiry which will be largely general in tone</i></li> </ul>
<b>3</b>	<b>11-15</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>demonstrate some appropriate comments regarding the analysis and evaluation of source material</i></li> <li><i>make a limited attempt to place the sources in the context of the enquiry</i></li> <li><i>offer a judgment on appropriateness of the sources, often through mentioning omissions</i></li> </ul>
<b>2</b>	<b>6-10</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>comprehend and extract from source material with limited analysis</i></li> <li><i>offer a limited and brief judgment making tentative links to the historical context</i></li> </ul>
<b>1</b>	<b>1-5</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li><i>comprehend and extract from some of the given sources</i></li> <li><i>make some reference to the historical context</i></li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		

**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 focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to the question chosen is 30.

#### The structure of the mark scheme

The mark scheme for Questions 2 and 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.

#### 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.*

**To what extent was the use of the printing press mainly responsible for the spread of Lutheranism after 1531?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case to what extent the use of the printing press was mainly responsible for the spread of Lutheranism after 1531. 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 extent to which the use of the printing press was mainly responsible for the spread of Lutheranism after 1531. In order to reach a substantiated judgement about this issue, candidates may argue that the use of the printing press was mainly responsible for the spread of Lutheranism after 1531. The response might consider supporting the proposition by considering:

- the printing press disseminated the ideas, beliefs and thoughts of the reformers in the vernacular and orally to the public who may have been disengaged
- pamphlets which were easy to disseminate and produce made controversy accessible and popular
- the sheer volume of publications made it difficult for the Catholic propagandists to quell Protestant ideas and doctrine and so transformed religious thought and doctrine.
- Catholic propagandists refuted Luther's work but in so doing gave a voice to Protestant ideas and introduced it to Catholics

Candidates might consider challenging the proposition in the question by arguing that in some respects that other factors were responsible for the spread of Lutheranism after 1531. The response might consider:

- Luther's charisma; his belief in a planned campaign and the cohesion he gave to Lutheranism
- the role of other major Reformers
- Roman Catholic reaction provided a spur of injustice to the movement and gave notoriety to corruption and spread hostility towards the papacy;
- the protection of Frederick Elector of Saxony; the Princes and the Schmalkaldic League; Charles' failure to suppress Lutheranism
- the prevailing social and economic conditions within Germany and neighbouring countries

Overall candidates will offer a debate and come to a substantiated judgement regarding extent to which the printing press was mainly responsible for the spread of Lutheranism after 1531.

**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.*

**‘The Jesuits were the most significant force behind the strengthening of the Catholic Church in the years 1531-1564.’ 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 extent to which the Jesuits were the most significant force behind the strengthening of the Catholic Church. 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 extent to which the Jesuits were the most significant force behind the strengthening of the Catholic Church. In order to reach a substantiated judgement about this issue, candidates may argue that the Jesuits were the most significant force behind the strengthening of the Catholic Church. The response might consider supporting the proposition by considering:

- the Jesuit influence upon education was central to the revival of Catholicism
- the Jesuits gave Catholicism a more confident basis after years of self-inflexion
- the Jesuits attracted the rich who began to endow this new success
- Loyola was crucial: he was the systematised, de-mysticised quintessence of the movement.

Candidates might consider challenging the proposition in the question by arguing that in some respects other factors were responsible for the strengthening of the Church. The response might consider:

- the Jesuits were only one amongst many orders such as the Dominicans and Capuchins
- the papacy had already begun the process of fighting back and reasserting Catholic authority
- the Inquisition begun in 1542
- the role of the Reform Popes and the Council of Trent; Paul III and Paul IV
- the support and co-operation of Catholic rulers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Jesuits were the most significant force behind the strengthening of the Catholic Church in the years 1531-1564.

**ASSESSMENT GRID FOR QUESTIONS 2 AND 3**

Target: AO1

Total mark: 30

**Focus:** *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.*

<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
<b>6</b>	<b>26-30</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate and organise accurate, relevant and precise historical knowledge</i></li> <li>• <i>have a specific focus on discussing the key concept in the question set</i></li> <li>• <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i></li> <li>• <i>include specific supporting arguments leading to a substantiated, sustained and integrated judgment</i></li> <li>• <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i></li> </ul>
<b>5</b>	<b>21-25</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate and organise accurate, relevant and precise historical knowledge</i></li> <li>• <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i></li> <li>• <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i></li> <li>• <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i></li> <li>• <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i></li> </ul>
<b>4</b>	<b>16-20</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate and organise generally accurate and relevant historical knowledge</i></li> <li>• <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i></li> <li>• <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i></li> <li>• <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i></li> <li>• <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i></li> </ul>



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<b>3</b>	<b>11-15</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate some accurate and relevant historical knowledge</i></li> <li>• <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i></li> <li>• <i>offer some comments about the relationships between the key issues and features of the historical period</i></li> <li>• <i>attempt to provide a judgment on the question set</i></li> <li>• <i>show some appropriate vocabulary, spelling, punctuation and grammar</i></li> </ul>
<b>2</b>	<b>6-10</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>demonstrate some general knowledge of the key issues in the period set</i></li> <li>• <i>begin to show some evidence of limited understanding and explanation of factors</i></li> <li>• <i>generally focus on the topic area and have some basic explanation of something in the question</i></li> <li>• <i>have a limited attempt to provide a judgment on the question set</i></li> <li>• <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i></li> </ul>
<b>1</b>	<b>1-5</b>	<p><b>Generally for this band, candidates will:</b></p> <ul style="list-style-type: none"> <li>• <i>communicate some historical knowledge</i></li> <li>• <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i></li> <li>• <i>show some accuracy in spelling, punctuation and grammar</i></li> </ul>
<b>Award 0 for incorrect or irrelevant answers</b>		

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