
A-LEVEL

History

Component 2C The Reformation in Europe, c1500–1564
Mark scheme

7042
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It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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June 2017

A-level

Component 2C The Reformation in Europe, c1500–1564

Section A

- 01 With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Society of Jesus. **[30 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19-24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13-18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7-12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1-6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the source arose from discussions between Loyola and his key followers. It follows the meditative and reflective Spiritual Exercises with a more practical and directive document to organise the movement
- the source's value is that Loyola wrote it before the movement was given official recognition by the pope. He wrote it in Rome after Pope Paul III suggested the Jesuit group remain in Italy to 'save souls' rather than go to Jerusalem
- its aim was to set out the key principles of the Jesuit movement and be eventually adopted by the pope, hence reference to *under the Roman pontiff*
- the Jesuits' disciplined zeal is shown by the militaristic flavour, such as *beneath the banner*, and their passion through the verbs *strive* and *desire*.

Content and argument

- the source is mindful of the Catholic Church's structure and allies the Jesuits to its structure, shown by *under the Roman pontiff* and *through hearing confessions*
- the Jesuits' purpose of education and missionary work is apparent in the source through talk of *hospitals*, *prisons* and *public preaching*
- the Jesuits' governing principles of *chastity*, *poverty* and *obedience* are detailed to show the Jesuits are faithful to the Catholic doctrine
- even though the clergy and papacy may have committed abuses, the Jesuits want to show they are free of corruption so refer to *chastity* for example.

Source B: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- this is a Papal Bull and so presents the official Catholic line and Papal view of the Society
- its purpose is to clarify the leadership of the order and its position and duties
- it has an authoritative tone.

Content and argument

- the extract praises the work of the Society of Jesus and the need for 'special favour' towards it

- the responsibilities of Loyola are laid out with respect to his ‘full jurisdiction’ over all members
- the missionary work of the Society is confirmed as controlled by ‘the general’
- it is concerned to show Papal approval for the society, its leader and its work.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- Xavier is one of Loyola’s original companions, a Spanish aristocrat, known for his ‘impulsive, hyperactive personality’, as shown in his number of baptisms
- the intended recipient is Loyola, who is the general at the Society of Jesus. Xavier was Loyola’s second choice so may be wanting to prove himself worthy of the task, perhaps shown by his zealous enthusiasm
- the mission was authorised by Pope Paul III so strict adherence to the Catholic Church’s doctrine is shown by *I take care to make them repeat the Creed*
- the limitations of the source, due to it being written by a supporter of the movement who wants to be thought of as effective, may be explored
- the source is fulsome in its success of converting the local population.

Content and argument

- the role of the Jesuits teaching the young and opening schools may be referred to
- the role of the Jesuits in the Catholic Reformation by converting non-European people may be explored
- the overt insistence to confirm the Catholic doctrine is being taught in light of the initial misgivings of some cardinals for the Jesuits’ missionary work, and the discussions at the Council of Trent, may be discussed
- the success of the Jesuits’ missionary work in the Americas may be discussed
- the fact that in comparison to other Christian missions, such as the Franciscans, the Jesuits were late to missionary work.

Section B

- 02** To what extent was the Catholic Church weakened by humanism in the years c1500 to 1517? **[25 marks]**

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that the Catholic Church was weakened by humanism in the years c1500 to 1517 might include:

- as the Renaissance spread, so the ideas of humanism travelled with it, showing the widespread nature of this scholarly thinking. The humanists wanted evidence rather than unquestioning acceptance of Catholic doctrine
- Erasmus was an influential humanist and produced publications, such as Handbook of a Christian Soldier, 1504, and In Praise of Folly, 1509. These were banned in the post-Reformation period by Pope Paul IV, showing that the Catholic authorities saw Erasmus as having undermined the Catholic Church
- the humanists made specific attacks on clerical corruption, papal shortcomings and clerical ignorance, whilst promoting educational reform
- humanists believed in involvement in the political and social life of a community and therefore attacked the value of monastic life.

Arguments/factors challenging the view that the Catholic Church was weakened by humanism in the years c1500 to 1517 might include:

- not all clerics were unwelcome to it, as through questioning one might be able to come to a clearer understanding of God, and Pope Leo X praised Erasmus for his studies on the New Testament
- they were not interested in attacking the power structure within the Church, as is shown by Erasmus saying such matters were not up to him, and Colet and More rallying support for the Church
- church attendance, selling of indulgences and other common practices remained strong in the years c1500 to 1517, showing the influence and power of the Catholic Church
- humanist views were academic and based on classical study; they were not looking to appeal to the uneducated.

Students might conclude that although humanism may have been instrumental in the Lutheran Reformation, it was predominantly an academic and theological movement, which did not seek to unsettle papal or clerical authority.

03 ‘The Peasants’ War of 1524/25 was brought about by social rather than religious issues.’

Assess the validity of this view.

[25 marks]

Target: 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.

Generic Mark Scheme

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- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
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- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that the Peasants' War of 1524/25 was brought about by social rather than religious issues might include:

- the protests were part of a long series of outbreaks of violence since 1450, such as in the Bundschuh movement
- rapid population growth led to land being divided, resulting in many plots being too small to feed a family. High taxes increased the burden
- poor harvests and famines between 1500 and 1524 had caused widespread hunger and the peasants used the protests to express their discontent
- serfdom still existed, leaving peasants degraded and without voice
- peasants had to pay Church tithes and many landlords were members of the Church.

Arguments/factors challenging the view that the Peasants' War of 1524/25 was brought about by social rather than religious issues might include:

- Luther appealed greatly to the rural populations, with great crowds flocking to cities to hear his preachers
- Luther's message seemed to favour the common man
- the peasants understood his social views, if not his message of 'faith alone', and hearing the vernacular bible provided them with a weapon of protest
- being illiterate, the peasants received Luther's message from the woodcuts, meaning their view of the pope and monks was negative, rather than Luther's theological message.

Students might conclude that although Lutheran ideas might have been the catalyst for the Peasants' War, long-term reasons, such as hunger and the lack of freedom, caused widespread discontent. Despite Luther preaching for better peasant conditions, he was horrified by the attack on authority, which shows he did not knowingly seek to inspire the peasants to rebel.

- 04** ‘The spread of Calvinism beyond Geneva in the 1550s was due to its widespread political appeal.’

Assess the validity of this view.

[25 marks]

Target: 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.

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- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments/factors suggesting that the spread of Calvinism beyond Geneva in the 1550s was due to its widespread political appeal might include:

- Calvinism provided an ordered system of rule; it encouraged stability and did not threaten state politics; it was far more structured than Lutheranism
- Calvinism appealed to the middle classes, who felt deprived of power in the existing political framework and saw the opportunities for advancement that Calvinism would bring
- Calvinism appealed to discontented nobles who sought to re-establish political influence in areas, such as France, Scotland and the Netherlands
- Calvinism could help to mobilise political discontent.

Arguments/factors challenging the view that the spread of Calvinism beyond Geneva in the 1550s was due to its widespread political appeal might include:

- Calvinism provided a sound foundation of theology which appealed in areas where anticlericalism and Church corruption were rife
- Calvin was a zealous leader, who pushed the movement forward, aided by his supporters; missionaries were deliberately sent out to convert; these were particularly effective in places where Church corruption had weakened the hold of Catholicism
- Calvinism sponsored the spread of schools/academies, training colleges and won converts through education
- the printing press, and successful marketing of Calvinist literature spread the word effectively and was assisted by the growing literacy rates and thirst for knowledge the 1550s brought.

It could be suggested that Calvinism spread due to both political circumstances and a variety of 'other factors'. The turbulent religious situation in a Europe already upset by Lutheranism, provided the context. However, unlike the German Lutheranism, the cosmopolitan origins of Calvinism helped it to transfer to other states, a move aided by the drive of its leader, followers and modern inventions like the printing press, which rapidly spread its ideas.