

A-level
HISTORY
7042/2C

Component 2C The Reformation in Europe, c1500–1564

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying opposition to Calvinism in the years 1546 to 1553.

[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

- this is an official legal document. It derives from the Consistory which was responsible for Church discipline. It became a key body in policing the morals of the population of Geneva and arose from Calvin's Ecclesiastical Ordinances of 1541
- there is value in showing the extent the Court was prepared to go to defeat the Perrinist faction in Geneva. The Perrins were a rich, influential family. Some of their supporters had positions on the town council. They regarded Calvin's policies as too restrictive
- there is value in seeing the emphasis upon obedience and that any opposition to this was risky. However, some balance is required. The authority of the Consistory did not supersede that of ordinary justice at this time
- there is a defiant tone. We see the Court's authority is challenged by Madame Perrin. In effect she is refusing to accept correction from the Consistory and challenges its right to hear the case at all. This has value in showing us that Calvin's hold over the city was not fully established at this point and he still faced powerful opposition.

Content and argument

- there is value in showing that some leading Genevan families still flouted the rules; dancing was banned. As life in Geneva became more restrictive, so pockets of opposition emerged; the Perrin family were an example from a wider group of Libertines
- there is value in the identification of the Perrin family as leading antagonists to Calvin. At one stage they had been the most powerful family in Geneva
- Church and state were meant to complement one another at this time; however, Madame Perrin clearly does not recognise the authority of the Consistory
- it can be inferred that this was a deliberate provocation by the Perrinists, who feel they are strong enough to take on Calvin who clearly had not overcome all opposition at this time. The fact that other members of the family have also been reprimanded suggests there is a power struggle going on.

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

Provenance, tone and emphasis

- Bolsec was a former Catholic priest. He spoke at a public discussion on the matter of predestination and challenged Calvin's views on the issue
- there is value in showing that in 1551 Calvin was still being confronted
- the emphasis is on using the word of God and the scriptures to bolster a stated position

- the tone is emotionless. The style is one of reporting the facts without any recourse to comment upon them so there is a neutrality to the source.

Content and argument

- this source is valuable in showing the mechanism used to gather information about opposition. It reveals an energetic policing and monitoring of opposition by what we could literally describe as 'thought police'. The Geneva Pastors went to Bolsec's public lectures and kept a record
- there is value in seeing the theological argument with which Calvin was still being confronted. Bolsec is suggesting that if predestination is followed to its logical conclusion then this is suggestive of a God who has deliberately created evil
- Bolsec suggests that the Calvinist argument provided the people with grounds to defend their actions as not of their own making as they are mere innocents regarding their words and deeds
- there is value in seeing that some of those who opposed Calvin had previously been supporters but some, like Bolsec, now regarded his teaching as contrary to Scripture.

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

Provenance, tone and emphasis

- the source is John Calvin who at this time was a dominant figure in Geneva after many years of struggling to overcome opposition to his teachings
- Servetus provided a significant challenge to Calvin. He was a Spanish heretic who had published works which were at odds with Calvin's Institutes. There is value in this event as a significant moment for Calvin. The death of Servetus was not entirely the end of opposition but was something of a turning point
- there is value in seeing Calvin's policies ascendant. By 1553, his hold over the reformed Church and the city was complete. The Council was composed almost entirely of supporters. The opposition had been vanquished and was in exile
- the tone is uncompromising and self-justificatory. Calvin is single minded, he has no doubts, 'there is no wrong in such an act'. This is typical of Calvin's mindset.

Content and argument

- this event was highly controversial. The content could be regarded as a retort to the criticism Calvin had received for his role in the fate of Servetus, as implied in the first sentence. It can be seen as an attempt to assuage Calvin's conscience. It might be inferred that Calvin tacitly recognised this with his attempt to get the execution commuted to beheading
- we gain some valuable insight into Calvin's attitude towards opposition at this time. Calvin openly states that he is willing to use force in the interests of God; he implies you are either with us or against us
- the execution was a turning point for Calvin. Perrin had supported Servetus; this episode signified the end for the Libertines and the Perrin family later fled Geneva, leaving Calvin to rule the city without opposition
- this was not untypical of Calvin. He would truck no opposition and this created push back against him. Calvin was motivated by what he regarded as God's plan for him and this comes through in the source, 'nothing else matters other than the glory of God'.

Section B

0 2 'The secular influence of the Church was greater than its spiritual influence at the beginning of the 16th century.'

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

- 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 supporting the view that the secular influence of the Church was greater than its spiritual influence at the beginning of the 16th century might include:

- the Church bore all the outward signs of a political system. The Papal States, for instance, were a political entity and played a part in the Italian Wars; the Pope was a prince in his own right and as such can be considered a military leader
- the Church had a multiplicity of administrative and bureaucratic powers. It had its own laws and law courts. Ecclesiastical courts would supervise wills and were often interested in matrimonial matters
- Church influence over what could be deemed secular offences was becoming more apparent, for example with regards to sexual behaviour, which was partly brought on by the prevalence of the new disease of syphilis
- the Church was a significant collector of taxes. It possessed an army of tax collectors. The payment of tithes was overseen by Church Courts
- the secular status of the Church was made clearly evident in the physical restoration of Rome. Julius II restored the city not just as a spiritual centre, but as a place of learning science and arts.

Arguments challenging the view that the secular influence of the Church was greater than its spiritual influence at the beginning of the 16th century might include:

- the core beliefs of the Church were undiminished and most people remained devout followers. The Church's role, as a key to salvation, remained indispensable. Humanist criticism, questioning the spiritual leadership of the Church, was not representative of mainstream opinion
- the spiritual leadership of the Pope was widely accepted. The Pope claimed direct succession from Saint Peter; this was mostly unquestioned. He was probably the leading opinion former in Europe
- key practices and outward signs of a spiritual life were still regarded as central to a Christian life. The Church administered the sacraments and these remained an essential spiritual component across Christendom. The mystery of the Eucharist and the Confession could only be affected by an ordained priest
- core beliefs were being developed still further, for instance, prayers for the dead. The role of the Church in enabling the release of souls from purgatory enhanced its spiritual influence. Therefore, the Church's spiritual role could be perceived as evolving and dynamic
- new religious orders, such as the Oratory of Divine Love, emerged at the beginning of the 16th century. This was particularly apparent in Italy.

In conclusion, the secular influence of the Church was extensive but limited by the ambitions of the political elite, for instance in the Italian wars where the secular influence of the Church was constrained by the self-interest of princes and kings. In conflicts with heads of state its only power was excommunication. The core spiritual role of the Church, whilst questioned by a small minority of educated Humanists, was largely secure. Its core practices remained intact and, in some cases, there was further enhancement as popular piety can be perceived as undergoing something of a revival in the years preceding the Reformation.

0 3 'It was the Catholic authorities' response, in the years 1517 to 1520, to Luther's 95 Theses which made him such a serious threat to the Church.'

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

- 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 supporting the view that it was the Catholic authorities' response, in the years 1517 to 1520, to Luther's 95 Theses which made him such a serious threat to the Church might include:

- the Church overreacted to the 95 Theses which were regarded as an immediate threat, deliberately provocative and inflammatory. Luther was perceived as attacking not just the practice of indulgences but the teaching that underpinned their sale and the role of the Papacy in this
- the Papacy acted hastily. Cardinal Cajetan was sent to Augsburg in 1518 to deal with Luther. There was an immediate hardening of opinion on both sides which set the tone for what would follow. The Church, in effect, provided Luther with a platform at Augsburg at a time when the Papacy was unpopular in Germany and so Luther's nationalistic stance cut through and attracted Frederick the Wise
- the Church changed tactics from one of demanding observance to accepting a debate with Luther; this was the responsibility of Eck at Leipzig in 1519 who pushed Luther into a heretical position. However, this gave Luther the opportunity to sharpen his criticisms and broaden his attack in pamphlet form. Through this he was able to develop his ideas on *sola fide* and *sola scriptura*
- by handling Luther so clumsily and by defending the indefensible, the Church escalated the seriousness of his challenge which went from seeking reform of abuses to questioning the foundations of the Church itself with his attack on the Pope. The submission of *Exsurge Domine* then provided Luther with the opportunity of being seen as a martyr.

Arguments challenging the view that it was the Catholic authorities' response, in the years 1517 to 1520, to Luther's 95 Theses which made him such a serious threat to the Church might include:

- the response of the Church was measured and commensurate with the criticism levelled at the Archbishop of Mainz, the Dominican Order and the Pope himself
- Cajetan was conciliatory, he supported papal authority but did not close his mind to Luther's arguments. His report back to Leo X was a balanced account
- the requirement that Luther justified himself theologically, such as at Augsburg and Leipzig, was an expected response and can be seen as standard practice
- at Leipzig, Luther in effect condemned himself as a heretic saying that the authority of the Pope was based upon a lie. The Pope had no option other than to excommunicate him, hence, *Exsurge Domine*. It was Luther's public burning of this that was particularly explosive because of its public nature
- there were other factors at play which inflated Luther's impact, such as printing and the swift growth of support that Luther attracted.

In conclusion, it is likely that Luther knew what he was doing in 1517 in that he was deliberately acting provocatively. The Papacy failed to understand the wider political implications of its response to Luther, in particular its unpopularity in Germany where hatred of Rome was becoming apparent. Inadvertently, the Church, in dealing with Luther as though he were another Huss, gave him the opportunity of evolving a protest and developing a challenging, more rounded theology via a pamphlet war.

- 0 4** To what extent was the survival of Lutheranism, in the years 1531 to 1536, due to the strengths of its supporters?

[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**
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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 supporting the view that the survival of Lutheranism, in the years 1531 to 1536, was due to the strengths of its supporters might include:

- the Augsburg Confession provided unity. Lutherans had a document that gave them definition and purpose. By being deliberately vague, it proved widely acceptable to reformers and so drew in support
- the formation of the Schmalkaldic League provided armed defence and a widening of support. The Lutherans were now prepared to defend themselves; the League initially comprised eight princes and eleven cities
- further support came from what was, in effect, a recruitment drive during the period 1532–36. The support of the Duke of Württemberg spread the Reformation to Southern Germany through the Wittenberg Accord
- Philip of Hesse's conversion was crucial. He provided the energy to drive for further geographical and military expansion
- the power of the printing press was well utilised by Luther's supporters and helped to provide it with European-wide impact.

Arguments challenging the view that the survival of Lutheranism, in the years 1531 to 1536, was due to the strengths of its supporters might include:

- Charles' warnings to the Lutherans were empty threats. He faced an overwhelming diversion regarding the Ottomans and as such he was forced to concede the Peace of Nuremberg in 1532. This gained him the men and money he needed to fight the Turks
- Lutheranism evolved whilst Charles faced serious distractions, such as the Ottomans' advance towards Vienna in 1532. From 1533 to 1536 Charles was never physically present in Germany
- Luther's opponents lacked unity. Lutheranism greatly benefited from the inability and unwillingness of the Church to call a General Council. Charles was desperate for this. In the meantime, Protestant preachers were tolerated
- Lutheranism benefited from the meddling of other ambitious princes and kings. The formation of the Schmalkaldic League allowed Francis I, who supported the League, to exploit divisions within the empire.

In conclusion, there was an impressive territorial expansion of Protestantism in the 1530s. The organisation provided by the Schmalkaldic League was central to this. The Augsburg Confession provided doctrinal coherence and its moderation allowed groups to coalesce around it. This coincided with a period of hesitancy and weakness amongst Luther's opponents. By the time Charles was able to focus upon Protestantism it was well entrenched.