

**GCE**

**History A**

**Unit Y207/01:** The German Reformation and the rule of Charles V  
1500 - 1559

Advanced GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following played a more significant role in the survival of Lutheranism in the years 1530-1546?</b></p> <p><b>(i) The formation of the Schmalkaldic League in 1531</b>  <b>(ii) Developments in Charles V's foreign policy outside the Holy Roman Empire</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the Schmalkaldic League</b>, answers might consider the fact that it unified Protestant princes from across Germany and pooled their resources.</li> <li>• Answers might consider its purpose of protecting any state where Lutheranism was under threat.</li> <li>• Answers might also consider its divisions and the ease with which Charles weakened the League in its early days.</li> <li>• <b>In dealing with Charles V's foreign policy</b>, answers might consider the distraction posed by problems with the Ottomans and France.</li> <li>• Answers might consider Charles' need for resources, resulting in the Imperial Truce.</li> <li>• Answers might also consider that towards the end of the period in question Charles resolved foreign policy problems with the Ottomans and France allowing his to focus afresh on issues in Germany.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the survival of Lutheranism 1530-1546</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
1	(b)*	<p><b>To what extent were Charles V's actions against the Ottomans motivated by the desire to defend the Holy Roman Empire?</b>  <b>In arguing that Charles was motivated by the desire to preserve the Holy Roman Empire, answers might consider</b></p> <ul style="list-style-type: none"> <li>• The rapid advance of the Ottomans in Eastern Europe up to the borders of the Holy Roman Empire in 1532 and the very real threat this posed.</li> <li>• The expectation upon Charles as Holy Roman Emperor to take action and the importance to his reputation of doing so.</li> <li>• Charles' actions to secure the support of German princes against the Ottomans, to defend their territories.</li> </ul> <p><b>In arguing that other reasons were more significant, answers might consider:</b></p> <ul style="list-style-type: none"> <li>• By targeting the Ottomans Charles arguably weakened the Holy Roman Empire as it forced him to compromise with the Protestants.</li> <li>• Charles' crusading instincts and his religious motivations.</li> <li>• The need to preserve the broader Habsburg inheritance, beyond the Holy Roman Empire, by assisting Ferdinand who was struggling to tackle the Ottomans on his own.</li> <li>• Strategic considerations, to defend Charles' Italian possessions and North African outposts from the Ottomans and their allies the Barbary Corsairs in the Mediterranean.</li> <li>• Economic considerations, to protect trade in the Mediterranean.</li> <li>• Personal motivations and the desire to avenge Ottoman/Barbary victories.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on the relative importance of reasons, but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p><b>Which of the following was a more significant reason for conflict with France during the reigns of Charles V and Francis I?</b></p> <p><b>(i) Dynastic considerations</b>  <b>(ii) Considerations of personal reputation and status</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with dynastic considerations</b>, answers might consider the long-term conflict with France over rival claims in Italy, namely Naples and Milan.</li> <li>• Answers might consider the contested nature of Habsburg/Valois lands in the Netherlands and Burgundy.</li> <li>• Answers might also consider the pressure on Charles and Francis from other parties concerned with dynastic issues, such as the Dukes of Burgundy.</li> <li>• <b>In dealing with considerations of personal reputation and status</b>, answers might consider Charles' pride and desire to be the preeminent political leader in Europe.</li> <li>• Answers might consider the ambitions of the young Francis I to make a name for himself through expansionist foreign policy.</li> <li>• Answers might consider the animosity created when Charles defeated Francis to become Holy Roman Emperor in 1519.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to conflict between Charles V and France during the reign of Francis I (1515-1547).</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
2	(b)*	<p><b>“The printing press was the main reason for the rapid spread of Luther’s ideas in Germany in the years 1517-1529.” How far do you agree?</b></p> <p><b>In arguing that the printing press was responsible,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The rapid spread of Luther’s ideas, occurring after the development of printing, as compared to criticisms of the Church which originated before its development.</li> <li>• The role non-written printed communication such as woodcuts played in spreading Luther’s ideas.</li> <li>• The particular support seen for Luther’s ideas in towns, where literacy levels were highest.</li> <li>• Luther’s use of pamphlets and books to communicate his message.</li> <li>• The large numbers of Luther’s works such as the 1520 pamphlets, the German Bible and the Catechisms which were printed.</li> </ul> <p><b>In arguing that other factors were responsible,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The limited literacy in Germany at the time, thus limiting the direct impact of printed communication.</li> <li>• The importance of other forms of communication such as paintings, preaching, hymn singing and word of mouth transmission of ideas.</li> <li>• Pre-existing religious, social and cultural conditions which made Luther’s ideas attractive to both ordinary people and many elites.</li> <li>• The role of friends, associates and disciples of Luther in building support and turning Lutheranism into a broader movement.</li> <li>• The adoption of Lutheranism by many other princes and elites, which lent it support and credibility and made it harder to attack.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• Luther's own personal actions and abilities as a leader of the movement.</li><li>• Charles V's failure to take decisive action against Luther when he had the opportunity, instead offering him safe passage to and from the Diet of Worms; the failure of the Pope to provide material support to combat Luther.</li></ul>		



## APPENDIX 1 – this contains a generic mark scheme grid

	<i>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.</i>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
<b>Level 5</b> 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
<b>Level 4</b> 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
<b>Level 2</b> 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
<b>Level 1</b> 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>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.</i>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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