

**GCE**

**History A**

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

A Level

**Mark Scheme for June 2024**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

#### 5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

## 11. Annotations

| Annotation  | Meaning  |
|---|--|
|    | Blank Page   |
|   | Highlight  |
| Off-page comment  |  |
|    | Assertion  |
|    | Analysis   |
|    | Evaluation   |
|    | Explanation  |
|    | Factor   |
|    | Illustrates/Describes  |
|    | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement  |
|  | Knowledge and understanding  |
|  | Provenance   |
|  | Simple comment   |
|  | Unclear  |
|  | View   |

| Annotation     | Meaning           |
|----------------|-------------------|
| <span>S</span> | Synthesis         |
| <span>E</span> | Continuity/Change |

| Question |     | Answer  | Mark | Guidance   |
|----------|-----|---|------|--|
| 1        | (a) | <p><b>Which of the following was of greater importance as a cause of the German Reformation?</b><br/> <b>(i) The sale of indulgences</b><br/> <b>(ii) The 95 Theses (1517)</b></p> <p><b>In dealing with the sale of indulgences, answers might consider</b> how offensive these were to Luther and his followers</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the absence of biblical justification for the practice</li> <li>• <b>Answers might consider</b> that the practice was seen as a cynical money-making scheme of a corrupt church</li> <li>• <b>Answers might consider</b> how the practice contributed to the papacy's reputation for worldly interests</li> <li>• <b>Answers might consider</b> Tetzel's activities in prompting Luther to produce his 95 Theses.</li> </ul> <p><b>In dealing with the 95 Theses, answers might consider</b> the claim that these marked the start of the Reformation</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> their role in openly challenging the sale of indulgences</li> <li>• <b>Answers might consider</b> their contribution to developing popular anti-clericalism</li> <li>• <b>Answers might consider</b> their role in opening theological debates (e.g. re. nature of salvation)</li> <li>• <b>Answers might consider</b> the consequences of their widespread dissemination in printed form.</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.<br/> <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 question.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 mark scheme.</li> </ul> |



| Question |      |  | Answer   | Mark | Guidance   |
|----------|------|--|--|------|--|
| 1        | (b)* |  | <p><b>To what extent do the weaknesses of Charles V's Empire explain the continual wars with France during his reign.</b></p> <p><b>In arguing that the weaknesses of Charles V's Empire explain the continual wars with France, answers might consider</b> the weakness caused by needing to deal with Ottoman Turks and Barbary Corsairs whilst at war with France</p> <ul style="list-style-type: none"> <li>• The weakness caused by the alliance of the League of Cognac and German League of Princes with France</li> <li>• The problems posed by handling the rise of Lutheranism during wars with France</li> <li>• The problem of handling revolts (e.g. exploitation of the revolt of the Comuneros by Francis) whilst fighting France</li> <li>• Logistical issues presented by conflict in the Netherlands in the far north of the empire</li> <li>• Charles' virtual bankruptcy by end of his reign as a factor in failure to quash further French aggression (e.g. siege of Metz)</li> </ul> <p><b>In arguing that other factors explain the continuing wars with France, answers might consider</b> the enduring problem of needing to protect the kingdom of Naples against the French</p> <ul style="list-style-type: none"> <li>• Its financial resources (especially incomes from Castile, the Church, the Netherlands) allowed Charles to continue the wars</li> <li>• Strategic advantage in encircling France with Habsburg territories</li> </ul> | 20   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on strengths and weaknesses but at Level 4 may simply list strengths and weaknesses.</li> <li>• At Level 5 there will be judgement as to the relative importance of strengths and weaknesses.</li> <li>• At higher levels candidates might establish criteria against which to judge their importance.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer   | Mark | Guidance |
|----------|--|--|--|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>The considerable economic benefits of developments in the New World which helped meet the costs of war.</li> <li>The human resources provided by the empire for the war (e.g. German mercenaries)</li> <li>The assumption, in principle if not always fact, that the emperor could rely on papal support</li> <li>Charles' need to protect Habsburg and Burgundian lands</li> <li>Charles inability to inflict a decisive victory over France, despite the capture of Francis</li> <li>The failure of peace treaties, such as Madrid</li> </ul> |      |          |

| Question |     |  | Answer  | Mark | Guidance  |
|----------|-----|--|---|------|---|
| 2        | (a) |  | <p><b>Which of the following had the greater impact on Charles V's relations with the Ottoman Empire?</b></p> <p><b>(i) Problems in the Holy Roman Empire</b></p> <p><b>(ii) Charles V's wars with France</b></p> <p><b>In dealing with the Holy Roman Empire, answers might consider</b> the size of the empire and the multiple problems it presented to Charles</p> <ul style="list-style-type: none"> <li><b>Answers might consider</b> how the inadequate defence of the empire worsened relations by encouraging Ottoman invasions in the east</li> <li><b>Answers might consider</b> how the vulnerability of imperial shipping and ports to attack by corsairs worsened relations</li> <li><b>Answers might consider</b> how the Ottoman threat was heightened by the lack of unity within</li> </ul> | 10   | <p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 question.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable.</li> </ul> |

| Question |  |  | Answer   | Mark | Guidance  |
|----------|--|--|--|------|---|
|          |  |  | <p>the empire and unreliability of the German princes</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how the problem of Moriscos in Spain and their persecution worsened relations.</li> </ul> <p><b>In dealing with Charles V's wars with France, answers might consider</b> its role in undermining Charles' ambition of a crusade against Islam</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of wars with France as a factor in undermining the united defence of Christendom</li> <li>• <b>Answers might consider</b> the implications of the Ottoman treaty of alliance with France in 1535</li> <li>• <b>Answers might consider</b> the implications of the Ottoman fleet at Toulon (with Francis' permission) though the winter of 1540-41</li> <li>• <b>Answers might consider</b> the impact of Francis' alliance with Barbarossa in 1543</li> </ul> |      | <ul style="list-style-type: none"> <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   | Mark | Guidance   |
|----------|------|--|------|--|
| 2        | (b)* | <p><b>‘The condition of the Roman Catholic Church was the main reason for the success of Lutheranism between 1517 and 1529.’</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing that the condition of the Catholic Church was the main cause, answers might consider</b> bribery and corruption within the Church (e.g. practices of bishops) as a motivator of Lutheran support</p> <ul style="list-style-type: none"> <li>• Other abuses within the Church such as simony and nepotism which damaged traditional ties to the Church</li> <li>• The perception of popes as worldly and self-serving as a factor in support for Luther</li> <li>• The impact of Leo X's building programme in Rome in relation to papal taxation</li> <li>• Theological presumptions within the Church (especially re. salvation and forgiveness) which were not supported by the Bible, which made it hard to refute Lutheran teachings</li> <li>• The importance of the sale of indulgences and role of Tetzl in alienating Church supporters</li> <li>• The Church's hard-line responses to Luther's theological challenges (incl. his excommunication) which served to motivate Luther's supporters.</li> </ul> <p><b>In arguing other factors were important, answers might consider</b> the ideas of Martin Luther (95 Theses) as a basis for Lutheran teachings</p> | 20   | <p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on reasons but at Level 4 may simply list these.</li> <li>• At Level 5 there will be judgement on reasons for success.</li> <li>• At higher levels candidates might establish criteria against which to judge reasons.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.</li> </ul> |

| Question |  |  | Answer   | Mark | Guidance |
|----------|--|--|--|------|----------|
|          |  |  | <ul style="list-style-type: none"> <li>• The impact of Martin Luther standing up to papal condemnation in publicising new ideas.</li> <li>• The failure of Charles V in finding a resolution at the Diet of Worms, 1521</li> <li>• The role of Frederick the Wise in protecting Luther</li> <li>• The importance of the printing press in the dissemination of Lutheran ideas and propaganda</li> <li>• The political interests of German princes (e.g. Philip of Hesse) in supporting Lutheranism</li> <li>• The role of fellow Lutheran priests, notably Philip Melanchthon, in maintaining the movement.</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><br>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><br>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><br>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><br>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><br>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><br>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><br>17–20<br>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.<br>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><br>13–16<br>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.<br>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><br>10–12<br>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.<br>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><br>7–9<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <b>Level 2</b><br>4–6<br>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.<br>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><br>1–3<br>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.<br>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.<br>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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