

GCE

History A

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

Advanced GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	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
	Simple comment
	Unclear
	View

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

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was a more significant reason for the renewed Habsburg-Valois conflict in the years 1544-1559?</p> <p>(i) The accession of Henry II as King of France (ii) The spread of Protestantism in Germany</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the accession of Henry II,</p> <ul style="list-style-type: none"> • Answers might consider Henry's natural instincts to dislike and distrust the Habsburgs due to the history of conflict, and that this coloured his actions. • Answers might consider Henry's alliance with the Protestant German Princes, who granted him Metz, Verdun and Toul, which sparked renewed conflict. • Answers might also consider his early reluctance to renew war and the relatively long period of peace between 1548 and 1552. <p>In dealing with the spread of Protestantism in Germany,</p> <ul style="list-style-type: none"> • Answers might consider how conflict with the Protestant Princes in Germany weakened Charles V's position and diverted resources and attention. • Answers might consider the eagerness of the Protestant Princes to ally with Henry II and concede territory to him. • Answers might also consider that developments in Germany were tangential to the core issues at stake in the Habsburg-Valois conflicts and while developments in Germany weakened Charles they arguably did not directly cause the conflict. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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. •

1	(b)*	<p>Assess the reasons why Charles V was unsuccessful in preventing the expansion of Ottoman power in the Balkans and Mediterranean.</p> <p>In arguing that Ottoman naval power was responsible,</p> <ul style="list-style-type: none"> • Answers might consider the long-term investment in their navy which the Ottomans had been making, with a large fleet based in the Eastern Mediterranean and the importance of the captures of Rhodes (1522) in bolstering naval supremacy. • Answers might consider the abilities of Barbarossa as commander of the Ottoman naval fleet. • Answers might consider the consequent vulnerabilities of isolated Spanish naval bases in North Africa, which hampered effective naval defence of the Mediterranean. • Answers might consider relative Spanish naval weakness as compared to the Ottomans and their Barbary allies. <p>In arguing that other factors were responsible,</p> <ul style="list-style-type: none"> • Answers might consider the alliance of the Ottomans with the Barbary Corsairs under the leadership of Barbarossa, which gave them greater geographical reach throughout the Mediterranean and hampered trade by Spain and other Christian powers; the importance of Barbary capture of Penon (1529) in giving them a strategic advantage (this point could be appropriately linked to Ottoman naval power, above, or handled separately). • Answers might consider the effective leadership of Suleiman II and Ottoman resolve and morale. • Answers might consider Charles' failure to respond decisively at an early stage to the Ottoman threat and the impact of developments elsewhere in the empire in distracting Charles from effectively 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on the relative importance of reasons, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the importance of the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
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			<p>combatting the Ottoman threat and diverting resources.</p> <ul style="list-style-type: none">• Answers might consider the importance of the strength of Ottoman armies in the land-based campaigns to expand in the Balkans and central Europe.• Answers might consider weaknesses of Ferdinand’s response to the Ottoman threat in central Europe, and relative military weaknesses as compared to the Ottomans.• Answers might consider the lack of effective action by other European Christian powers, European disunity and their unwillingness to support Charles in a crusade against the Ottomans.		
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2	(a)	<p>Which of the following posed a greater threat to the security of Charles V's empire in 1520? (i) The Ottomans (ii) The Barbary Corsairs Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with the Ottomans,</p> <ul style="list-style-type: none"> • Answers might consider the extent of Ottoman ambition in the Mediterranean and Balkans and the gains that had already been made. • Answers might consider the strength of the Ottoman navy as compared to Spanish naval power. • Answers might also consider the geographical distance between the Ottomans and most of Charles' empire in 1520 and could argue that the threat was greater to Ferdinand in central Europe. <p>In dealing with the Barbary Corsairs,</p> <ul style="list-style-type: none"> • Answers might consider their geographical proximity to Spain and Charles' Italian territories. • Answers might consider the detrimental impact of Barbary piracy on the security of trade in the Mediterranean. • Answers might consider the religious threat posed and the fears of a potential alliance with Spanish Moriscos. • Answers might also consider that in 1520 the Barbary corsairs were not in a position to do more than launch small-scale attacks and raids rather than any sort of large-scale campaign to gain territory. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • 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. • 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.
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2.	(b)*	<p>How far can the survival of Lutheranism in the years 1517-29 be explained by the actions of Frederick the Wise?</p> <p>In arguing that the actions of Frederick the Wise were responsible,</p> <ul style="list-style-type: none"> • Answers might consider Frederick’s organisation of Luther’s ‘kidnap’ from Worms, thus ensuring his personal safety. • Answers might consider the protection afforded Luther by Frederick’s powerful status, with neither the Pope nor the Emperor being prepared to alienate him. • Answers might consider Frederick’s commitment to supporting and upholding Luther and his ideas, and refusing to put pressure on Luther to compromise. • Answers might consider the importance of Frederick’s support in legitimising Luther and his ideas amongst other elites. <p>In arguing that other factors were responsible,</p> <ul style="list-style-type: none"> • Answers might consider Luther’s own refusal to back down or compromise and his growing reputation as his ideas developed; his repudiation of the Peasants’ Wars in maintaining his appeal amongst the elite and middle classes. • Answers might consider the role of friends, associates and disciples of Luther in building support and turning Lutheranism into a broader movement. • Answers might consider the importance of the printing press in ensuring the rapid printing and distribution of Luther’s ideas, building support. • Answers might consider the adoption of Lutheranism by many other princes and elites, which 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the relative importance of the actions of Frederick the Wise. • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • 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.
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			<p>lent it support and credibility and made it harder to attack.</p> <ul style="list-style-type: none">• Answers might consider pre-existing religious, social and cultural conditions which made Luther's ideas attractive to both ordinary people and many elites.• Answers might consider 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.		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. 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.
4. Level 5 7–8 marks	5. 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.
6. Level 4 5–6 marks	7. 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.
8. Level 3 3–4 marks	9. 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.
10. Level 2 2 marks	11. 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.
12. Level 1 1 mark	13. 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.
14. 0 marks	15. 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>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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