



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 2
DEPTH STUDY 5: RELIGIOUS REFORMATION IN
GERMANY, c. 1500–1564

PART 1: THE OUTBREAK AND SPREAD OF THE
REFORMATION IN GERMANY, c.1500–1531

2100U50-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at the examiners' conference by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 2

DEPTH STUDY 5

Religious Reformation in Europe c. 1500-1564

Part 1: The Outbreak and Spread of the Reformation in Germany c.1500–1531

MARK SCHEME

Marking guidance for examiners for Question 1

Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. The mark awarded to Question 1 is 30.

The structure of the mark scheme

The mark scheme for Question 1 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors must credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

With reference to the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the development of the Reformation during the period from 1520 to 1525.

Candidates are expected to demonstrate their ability to analyse and evaluate a range of source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the nominated sources. To judge utility, there should be consideration of the content and the authorship of the nominated sources to discuss reliability, bias, purpose and validity, as appropriate.

Candidates will consider the value of the sources to an historian studying the development of the Reformation during the period from 1520 to 1525. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations in the analysis and evaluation of the sources may include:

Source A This source A is valuable to an historian as it gives an insight into Luther's changing position with regard to the authority of the Church, as well as his need for protection from its power. The general context is the Papal reaction to Luther's protest. It shows Luther arguing that the power of justice and punishment has not been given by God to the Church to wield, but instead it has been given to princes and lords. This is a direct challenge to the medieval concept of Christendom, that the Church holds sway in every Christian country. The specific historical context is that Luther had been moving away from the authority of the Catholic Church since the debate at Leipzig but was now under threat of arrest and death following the promulgation of the papal bull *Exsurge Domine*. This was the beginning of the process that saw Luther's survival, and the spread of his religious ideas, become intertwined with the activities and ambitions of the German princes. He was to be protected by his own prince, the Elector of Saxony, and was supported by more princes at Worms. Actions that would later contribute to the development of the protest at Speyer in 1529.

Source B This source is a forceful offer of support, but also a warning, from radical preacher Thomas Müntzer to Luther's supporter Philipp Melanchthon. The specific historical context is that the Zwickau prophets, a group of radical preachers—including Müntzer—driven by a starkly literal interpretation of Luther's *sola scriptura* doctrine had taken residence in Wittenburg and were pushing Luther's reforms to extremes he had not intended while he was still in hiding from the imperial judgement of the Edict of Worms at Wartburg Castle (although he was on the verge of returning to preach against the Zwickau prophets and take back control of reform in Wittenburg). In the source, Müntzer encourages Luther and Melanchthon to be more extreme, offering help to use the Bible to justify this. Ominously, he also warns Luther against relying too much on the princes.

Source C

The general context of this source is the Peasants' War. It is valuable to the enquiry as it is more from the nobles' point of view and shows the brutality with which the peasants were put down as they were blinded, exiled or executed. It unemotionally describes the suppression of the peasant as its author, the military commander responsible for this violent suppression, gives his employer a matter-of-fact account of what has been done. The specific context is that in the early summer of 1525, peasant revolts were being brutally put down across the region (at around the same time that Müntzer and his followers were being massacred at the battle of Frankenhausen). It also illustrates the scale of the problem, showing that this military unit moved from one place to the next to put down many rebellions in the area.

Punishment was not just for the peasants involved, but also for their families, who were exiled with them, and for the preachers who had encouraged them. In some ways it reflects the stark warning given to both sides by Luther in the "Admonition". Its value to the historian is in the light it casts on the ruthless, methodical way in which the nobles put down the peasant revolts. This effectively ended the spread of Lutheranism through the German countryside.

Overall, candidates will assess the value of the sources to an historian studying the development of the Reformation during the period from 1520 to 1525. They will be able to demonstrate that value through consideration of the content, provenance and tone of the presented sources with appropriate reference to the historical context linked to the sources.

UNIT 2
MARK SCHEME QUESTION 1

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Band 6		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the specific historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.</i>
CHARACTERISTICS		
ASE OVER THE PERIOD SET		
B6S	30	The candidate provides accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the specific historical context and covering all of the period set in the enquiry. There is a substantiated judgement regarding the value of the sources to an historian studying the development of a particular issue over the period set.
B6C	27	The response begins to show some characteristics of Band 6

Band 5		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the specific historical context associated with the set enquiry; reaches a valid judgement regarding the value of the sources to an historian studying a particular issue.</i>
CHARACTERISTICS		
ASE		
B5S	25	The candidate provides accurate source evaluation using the content and attributions of the three sources, setting the response in the specific historical context and covering most of the period set in the enquiry. There is a valid and supported judgement on the value of all three sources to an historian studying a particular issue.
B5C	23	The response begins to show some characteristics of Band 5.
B5L	21	This mark can be used if there is understanding shown of the specific historical context of one source only.

Band 4 CHARACTERISTICS		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the general historical context of the set enquiry with some evaluation of the content and attribution; a sound judgement is seen regarding the value to an historian of some or all three sources.</i>
GCX, V and/or U		
B4H	20	The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and especially the general historical context. This is used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The candidate is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the general historical context. A judgement on value to an historian is present on some or all of the three sources although some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 with the candidate discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

Band 3 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and attributions of the given sources to evaluate their utility and / or value; a limited judgement on the utility and / or value of the sources will be seen. Limited understanding of the historical context.</i>
Mechanistic V, S&L and U		
B3H	15	The candidate is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There is a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There is a limited judgement on all of the sources.
B3S	13	The candidate is able to evaluate some or all of the three sources by focusing on their attributions and / or content. Any reference to the historical context will be limited. There will be a limited judgement on some of the sources.
B3C	11	The response begins to show some characteristics of Band 3. This can also be used if only one source is attempted.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content and / or attributions of the given sources to show their strengths and / or limitations.</i>
TRAWL		
B2H	8	The candidate discusses the strengths and/or limitations of all three sources by focusing on their content and / or attributions.
B2S	6	The candidate discusses the strengths and/or limitations of some of the three sources by focusing mostly on their content.

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from content or attributions of the given sources.</i>
COPYING / COMPREHENSION		
B1H	5	The candidate paraphrases the three sources and/or attributions or offers plain narrative.
B1S	3	The candidate copies from one or two of the three sources and/or attributions.
	0	Use for incorrect answers

Marking guidance for examiners for Question 2

Summary of assessment objectives for Question 2

Question 2 assesses assessment objective 3. This assessment objective is a single element focussed on the ability to analyse and evaluate how and why different historical interpretations have been made. The mark awarded to Question 2 is 30.

The structure of the mark scheme

The mark scheme for Question 2 has two parts:

- Advice on the specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 3.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors must credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How valid is the view that oral communication was mainly responsible for the spread of the Reformation up to 1531?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Candidates will consider the provided material and use their own understanding of the historical context and of the wider historical debate in making their judgement regarding the validity of the view that the main reason for the dissolution of the monasteries was the royal desire for wealth.

Candidates are invited to enter into a debate about the reasons for the spread of the Reformation up to 1531. They will consider interpretations of this issue within the wider historical debate about how the Reformation spread. Some of the issues to consider may include:

Interpretation 1 This argues that printing was the most important factor in the spread of the Reformation, resulting in a high volume of shorter and longer pamphlets that had a wide circulation. In analysing and evaluating Interpretation 1 answers might argue that Dickens is a more traditional academic historian who focused on printing as the most important factor in explaining why Luther succeeded, which is a view shared by many other traditional historians. Writing a general history textbook in the early 1970s, before the views of revisionist historians were beginning to take hold, Dickens is taking a more general view of the period. He compares the nature of Luther's revolt to others that had happened in this period of wider European history. At the same time his focus is clearly on Luther and his writings, as can be gathered from the title of the book (the focus on the individual being a typical feature of traditional historians' work). Traditional historical research into the spread of the Reformation has leaned heavily on written documentation that has survived the period, which may have led the historian to over-emphasise the importance of printing; printed documents have tended to stress the views and experiences of those literate enough to be able to read and write them

Interpretation 2 This argues that oral communication was the most important factor in the spread of the Reformation, as Germany was still mostly an oral culture at the time (although Scribner acknowledges that printed material may have facilitated some of the ideas that "opinion leaders" were spreading by word of mouth). In analysing and evaluating this interpretation, candidates may argue that, as a revisionist historian of the German Reformation—as opposed to more traditional historians who focus on sixteenth century Europe—Scribner is moving away from the focus on the individual reformer and giving more consideration to those who went out to spread Luther's message as well as to those hearing and being influenced by it. In the 1980s, such revisionist ideas and explanations for historical events were becoming more academically accepted. Scribner is one of a group of historians trying to explain these new and challenging ideas to an audience who may not be aware of the cultural context of the Reformation.

Revisionist, and more modern historians of the Reformation have tried to find out more about what ordinary people thought about the Reformation by looking beyond the traditional printed material to find other ways of understanding how the ideas of the Reformation were spread, particularly through reconstructing the oral history of the period.

Candidates may show awareness of the wider historical debate surrounding the spread of the Reformation. As well as placing the interpretations of Dickens and Scribner into the debate, candidates should be aware of other interpretations such as the cultural and political reasons for the spread of the Reformation. These may include emphasis on the importance of the support of the protection of the princes (from Frederick the Wise to the Protest of Speyer) or the ways in which the urban environment lent itself more easily to spreading the word of Luther, and proved to be an environment in which it was easier to avoid the direct control of the Church and the nobility. Contextually, they might also consider the role of Renaissance Humanism and its influence on intellectual thinking in northern Europe through luminaries such as Erasmus, who had been criticising corruption in the Church before the emergence of Luther (Erasmus, according to some, laying the egg that Luther would later hatch). Consideration could also be given to the interplay between many of these factors.

Overall candidates will analyse both interpretations using their own understanding of the wider historical debate over this issue, offer an evaluation of the validity of the given interpretations and provide a judgement on the issue in the question that oral communication was the most important factor in the spread of the Reformation up to 1531.

UNIT 2 MARK SCHEME QUESTION 2

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 2 question 2 also gives a similar breakdown and descriptors.

Band 6 CHARACTERISTICS		<i>Sustained and accurate analysis and evaluation of the provided material in its historical context which is used effectively to show how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
ACX, WHD, OPI		
B6H	30	The candidate fully integrates discussion of the context, authorship and content of the provided material together with knowledge and understanding of other possible interpretations of the set issue to reach a well-supported and convincing judgement. The candidate shows a convincing understanding of the wider historical debate and of why different interpretations have been formed with discussion of the context and authorship of the provided material.
B6S	27	The candidate discusses the context, authorship and content, of the provided material together with knowledge and understanding of other possible interpretations to offer a substantiated judgement. The candidate explains why differing/different interpretations of the issue have been formed.
Band 5 CHARACTERISTICS		<i>Meaningful analysis and evaluation of the provided material in its historical context to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
ACX, WHD, OPI		
B5H	25	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show a clear understanding of other possible interpretations of the issue. The candidate shows a firm grasp of the wider historical debate regarding the issue.
B5S	23	The candidate discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; they show clear understanding of other possible interpretations. The candidate indicates how and why interpretations are formed based on the content and especially the authorship of the extracts.

Band 4 CHARACTERISTICS		<i>Some valid analysis and evaluation of the provided material with some knowledge of other possible interpretations to reach a judgement on the specific enquiry; needs a reasonable grasp of the other possible interpretations (OPIs) and the context of the developments in the provided material. There may be some mechanistic comments on the authorship but this is not required.</i>
ACX AND GCX OPI		
B4H	20	
B4S	18	
B4C	16	The candidate begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; they show awareness of another possible interpretation.

Band 3 CHARACTERISTICS		<i>Mechanistic focus on the authorship and content of the provided material to identify and compare interpretations; some awareness of the general context; any judgement will be limited. There may be some mechanistic comments on the authorship of the provided material.</i>
AUTH GCX		
B3H	15	
B3S	13	The candidate attempts to consider the content of the provided material to identify different interpretations; they offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

Band 2 CHARACTERISTICS		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	
B2S	6	

Band 1 CHARACTERISTICS		<i>Copies or paraphrases from the content of the provided material.</i>
B1H	5	The candidate offers basic comprehension and paraphrasing of the content of the provided materials.
B1S	3	The candidate offers basic comprehension or copying from the content of one of the provided materials.
	0	Use for incorrect answers