



GCE MARK SCHEME

SUMMER 2017

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 2017 examination. It was finalised after detailed discussion at examiners' conferences 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 GERMANY, 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 which 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 should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which 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. Thirdly 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 should seek to 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 criticisms of the Church, 1509-1520.**

Candidates are expected to demonstrate their ability to analyse and evaluate a range of primary source material with a high degree of discrimination. Source evaluation skills should focus on discussing the strengths and the limitations of the primary sources in their historical context. To judge value to an historian, there should also be analysis and evaluation of the content and the authorship of the primary sources.

Candidates will consider the value of the sources to an historian studying criticisms of the Church 1509-1520. Understanding of the historical context should be demonstrated to analyse and evaluate the value of the sources to the particular enquiry. Appropriate observations in the analysis and evaluation of the sources may include:

- Source A from Erasmus' *In Praise of Folly* is a valuable insight to criticisms of the Church as it is by a leading humanist writer who is attacking the Church in order to reform it from within. Erasmus is writing to stimulate debate on the abuses of the Church which educated and informed observers at the time found difficult to ignore. This extract shows that in 1509 it was considered relevant to address this criticism and open debate on the need for reform without the suggestion of a schism.
- In this early 16<sup>th</sup> century woodcut, (Source B) which criticises the selling of Tetzels special indulgence blessed by the Pope and meant to swell the coffers for the building of St Peters in Rome, the established Church is portrayed as an organisation which was using its religious power to fleece German society. This woodcut is highly critical of the financial exploitation of German society. The caricature was meant to be anti-papal and focused in its attack on the establishment. As the woodcut print was anonymous its reliability can be questioned but it is only one of several similar illustrations which have survived and display similar disquiet of the conduct of the church in Rome. What it does illustrate is that this opinion would have been recognised by contemporaries for such a publication to have been produced and circulated throughout Germany so soon after the posting of Luther's Ninety Five Theses on Wittenberg castle church's door. It is valuable to a study of this issue as it shows German criticism of the Church's conduct.
- Source C is from one of Luther's critical tracts published in Germany in 1520 and displays a direct and vicious attack on the Church's use of the sacrament of Mass. It is Luther's vicious belief and is a bold attempt to challenge the corruption of the established Church. It could be considered nationalistic as Germans felt exploited by the material wealth and taxation of the Roman church. It cannot be overlooked that this is a highly critical and brave attack which displays the radical position Luther had taken by 1520. To an historian studying criticism of the Church in the early part of the sixteenth century this is a valuable source to show how far and how quickly Martin Luther's attack on the establishment had come by 1520 but it also shows that Luther was more afraid of his own salvation than punishment from the Church.

Overall, candidates will assess the value of the sources to an historian studying criticisms of the Church 1509-1520. They are 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.

## ASSESSMENT GRID FOR QUESTION 1

Target: AO2

Total mark: 30

Focus: *Analyse and evaluate appropriate source material, primary and / or contemporary to the period, within its historical context*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources involving full and valid consideration of the content, provenance and tone of the sources; full understanding shown of the correct historical context associated with the set enquiry; reaches a full and substantiated judgement regarding the value of the sources to an historian studying a particular issue.</i>
B6H	30	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering all of the period set in the enquiry. There will be a sustained and fully substantiated judgement on both the individual and collective values of all three sources to an historian studying the particular issue.
B6L	26	The response begins to show some characteristics of Band 6.
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid consideration of the content, provenance and tone of the sources; understanding shown of the correct 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>
B5H	25	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of each of the three sources, setting the response in the correct historical context and covering most of the period set in the enquiry. There will be a valid judgement on the value of all three sources to an historian studying the particular issue.
B5L	23	The response begins to show some characteristics of Band 5.
<b>Band 4 CHARACTERISTICS</b>		<i>Clearly attempts an analysis and evaluation of the given sources in relation to the historical context of the set enquiry with some consideration of the content, provenance and tone of the sources; a sound judgement is seen regarding the value of all or some of the three sources.</i>
B4H	20	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. The judgement on value will be clear and supported on all three sources.
B4M	18	The response is able to discuss the strengths and limitations of the three sources by focusing on their attributions, content and the historical context. There will be some issues with imbalance in the treatment of the sources. The judgement on value will be clear on some or all of the three sources but with some general comments.
B4L	16	The response begins to show some characteristics of Band 4. Value to the historian is seen here but the reference will be limited and not sustained.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic use of the content and attributions of the given sources to discuss their utility; begins to show some general awareness of the historical context relating to the set enquiry; limited judgement on the utility of all or some of the sources.</i>
B3H	15	The response is able to discuss the strengths and/or limitations of the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a judgement on the utility of all of the sources.
B3M	13	The response is able to discuss the strengths and/or limitations of some 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 the utility of some of the three sources.
B3L	11	The response begins to show some characteristics of Band 3. Also use if only one attribution is attempted to show utility.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their utility; little understanding of the historical context is seen.</i>
B2H	10	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content mostly; any references to the historical context will be general and vague. There will be a limited judgement on the utility of at least one of the sources.
B2M	8	The response is able to discuss the strengths and/or limitations of some of the three sources by focusing on their content and omissions with some imbalance; any references to the historical context will be very general and vague.
B2L	6	The response trawls through the sources only.
<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
B1H	5	Paraphrases from all of the three sources and/or attributions or plain narrative.
B1L	3	Copies from one or two of the 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 focused 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 which 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 should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which 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. Thirdly 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 should seek to 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 religion was the main cause of the Peasants War of 1524-1525?**

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. Answers will consider the provided extracts 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 cause of The Peasants War of 1524-5 was religion.

Candidates are invited to enter into a debate about whether religion was the main cause of the Peasants War. Learners will consider different interpretations of this issue within the wider historical debate about the causes of the Peasants War of 1524-1525. Some of the issues to consider may include:

- Interpretation 1 argues that the Peasants War was primarily a spontaneous series of revolt against authority. It suggests that religion was an insignificant influence and that economic and political motivation was what was important. It also states that Luther's teachings did not influence the outbreak of war.
- In analysing and evaluating Interpretation 1 answers might argue that historian V.H.H. Green writing in a history book in 1964 displays a traditional interpretation that the Peasants War was caused by economic and political factors. These had been present in previous uprisings and Green does not acknowledge that Luther had made any significant contribution to making the new religion a cause of this revolt. This well known academic historian, writing in the mid-1960s, is typical of an interpretation which continued into the 1970s with more emphasis on non-religious causation of this event.
- Interpretation 2 argues that the Peasants War was evangelically motivated and that the Twelve Articles, the rebellious peasants demand or manifesto, made a call to the Scriptures and the Word of God. Here there is a clear indication that religious motivation was present. There is reference here also to the influence of religious propaganda in the form of woodcuts having had an effect on the religious sensibilities of the peasants. This interpretation places religious motivation at the centre of the revolts. It implies that reformation propaganda has had a profound influence.
- In analysing and evaluating Interpretation 2 answers might argue that academic historian Andrew Johnston, in his study guide for students in 1996 is categorically stating that religion is significant as a cause of the German Peasants War. He is however, not stating that it was the only cause and he makes no attempt to rank the significance of the many causes. His interpretation is in keeping with other modern historians who are writing on the causation of the Peasant War.



- Candidates may show awareness of the wider historical debate surrounding causation of the Peasants War of 1524-1525. In particular candidates should be aware of other interpretations such as that the communal principle as an important stimulus for the peasants' demand of reform. Others have stressed the peasants call for the demand for divine law as major causes of their revolt in the mid-1520s in Germany.

Overall candidates will analyse both interpretations using their own understanding of the 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 religion was the main cause of the Peasants War of 1524-1525.

## ASSESSMENT GRID FOR QUESTION 2

Target: AO3

Total mark: 30

Focus: *Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted*

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided extracts which is used effectively to show understanding of how and why different interpretations have been formed in relation to the set enquiry; sustained judgement seen regarding validity.</i>
B6H	30	The response fully integrates discussion of the content and authorship of both extracts together with knowledge and understanding of other possible interpretations of the set issue to reach a valid and substantiated judgement regarding the interpretation set in the question. The response should show a firm grasp of the wider debate and how interpretations have been formed in relation to context and authorship.
B6M	28	The response accurately discusses the content and authorship of both extracts together with understanding of other possible interpretations of the set issue to offer a substantiated judgement in relation to the interpretation set in the question.
B6L	26	The response begins to show some characteristics of Band 6.
<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the provided extracts to show how and why different interpretations have been formed in relation to the set enquiry; clear judgement seen regarding validity.</i>
B5H	25	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response will show a clear grasp of the wider debate regarding the issue.
B5M	23	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows clear understanding of other possible interpretations of the issue. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.
B5L	21	The response begins to show some characteristics of Band 5.
<b>Band 4 CHARACTERISTICS</b>		<i>Some valid analysis and evaluation of the provided extracts with some knowledge of other possible interpretations to reach a judgement on the specific enquiry.</i>
B4H	20	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows understanding of other possible interpretations of this issue. The response needs some reference to both interpretations and discussion of why the authorship of at least one extract helps to explain any differences in interpretations.
B4M	18	The response discusses the content and authorship of both extracts to offer a valid judgement on the given interpretation and shows awareness of other possible interpretations of the issue. The response will have some general reference to the authorship.
B4L	16	The response begins to show some characteristics of Band 4.

<b>Band 3 CHARACTERISTICS</b>		<i>Mechanistic focus on the content and authorship of the extracts to identify and compare interpretations; should show awareness of other possible interpretations; any judgement will be limited.</i>
B3H	15	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will show some awareness of other possible interpretations; will offer a limited judgement on validity in relation to the interpretation set.
B3M	13	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a 'bolt-on' judgement on validity in relation to the interpretation set.
B3L	11	The response begins to show some characteristics of Band 3.
<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given extracts only.</i>
B2H	10	The response attempts to consider the content of both extracts to show differences between interpretations and provides a judgement.
B2M	8	The response either begins to use the content of both extracts to identify some of the differences between the presented interpretations.
B2L	6	The response begins to show some characteristics of Band 2 such as considering the content of only one of the extracts.
<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the extracts.</i>
B1H	5	Basic comprehension and paraphrasing from the content of both extracts.
B1L	3	Basic comprehension or copying from the content of one of the extracts.
	0	Use for incorrect answers.