



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY2
DEPTH STUDY 6

THE GERMAN REFORMATION c. 1500-1550

1232/06

HISTORY MARK SCHEME
UNIT 2
DEPTH STUDY 6
THE GERMAN REFORMATION c. 1500-1550

Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-2 marks	1-2 marks	4
Level 2	3-4 marks	3-4 marks	8

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1; AO2a

Total mark: 8

Focus: *Recall, selection and deployment of appropriate historical knowledge in context; evaluation of source material*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-4	<p>Generally for this level, candidates will recall some historical knowledge. They will show some evidence of understanding of the named issue. They will comprehend and extract some information from the source. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; use of source is limited to comprehension; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 3-4 marks <i>Limited historical knowledge is deployed; use of source is limited to comprehension and extraction; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	5-8	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show sound evidence of understanding of the named issue. They will analyse and evaluate the source material in its historical context. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 5-6 marks <i>Mostly relevant historical knowledge recalled and selected; some analysis of both content and authorship of source; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 7-8 marks <i>Relevant historical knowledge recalled and selected; sound analysis of source and its context; answer is clearly expressed answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(a)

What does the author of Source B mean by the phrase ‘as we saw at the recently concluded Imperial Diet’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the correspondence between two German reformers regarding the dispute with the Catholic Church contained in the Edict of Worms which outlawed Martin Luther in 1521
- the nationalistic dispute which sees Muntzer refer to the emperor and papacy as “the enemy”.
- the radical response of Muntzer suggests that Luther is not radical enough in the fight against Rome and Charles V and that there are other radicals in Germany prepared to listen to this argument.
- that this was written when Luther was in hiding, under the protection of Frederick the Wise.
- the reference is to the Diet of Worms which sat between 1520-1521. It was designed to address the problems caused by Luther who was virtually put on trial

QUESTION: 2(a)

What does the author of Source E mean by the phrase ‘It has been reported at the Diet that even those who oppose this troublesome heretic now speak in his favour’?

Candidates are expected to use their own knowledge of the period to demonstrate understanding of the phrase and of the context in which it was made. Candidates are expected to analyse both the content and the authorship of the source. Some of the issues to consider may include:

- the enquiry and reporting from the Imperial Diet at Worms in 1521 where Martin Luther was effectively put on trial for his ideas and publications.
- in particular, the reporting of the growth in support for Luther which was displayed in Worms in 1521. Candidates might be able to draw on evidence that the papal legate was aware of the publication of handbills with Luther depicted as saintly with a halo and that they were so popular that it was difficult to obtain a copy. The Catholic Church was very frightened of his popularity and wanted to make Rome aware of the danger he posed. The papal legate therefore wanted to emphasise that nationalistic ideas were abroad in Germany. These were observed to be a serious potential challenge to the Catholic Church’s authority over German states both economically, politically and religiously.
- the authors’ standpoint in relation to this issue, being a statement of the papal legate’s belief Luther was popular. The report suggests that Martin Luther’s challenge and the support he received in Germany was a real threat to the Papacy and the Catholic Church. The document is a severe warning to Rome, from one of their own, present at this momentous Diet in 1521. For that reason it should be viewed as a reliable indicator of how serious this challenge appeared to those involved.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1	AO2a	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1; AO2a

Total mark: 16

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of source material to discuss importance / significance

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show some understanding through explanation and analysis of the named issue. They will comprehend and extract information from the sources in relation to the historical enquiry. Candidates will convey meaning with some clarity, although expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; very limited attempt to consider the importance / significance of the named issue; only comprehends and extracts from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; weak attempt to assess the importance / significance of the named issue; comprehension of source material with limited analysis and evaluation; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will give sound explanation of the importance / significance of the named issue. They will analyse and evaluate the source material in relation to the historical enquiry with a degree of discrimination. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the significance / importance of the named issue; valid but incomplete analysis and evaluation of the content and authorship of the sources; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; full explanation of the significance / importance of the named issue; appropriate analysis and evaluation of both the content and authorship of the sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR PART (b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(b)

How significant were radical reformers to the Reformation in Germany?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the significance of radical reformers as a factor in the Reformation in Germany. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of radical reformers to the Reformation in Germany. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- these sources illustrate that radical reformers were significant in the spread of the Reformation in Germany. Source A illustrates that the academic historian Randell sees them in a supporting role, particularly in local areas.
- Source B is written by a radical reformer and contains evidence of a challenge to the Church
- individuals like Muntzer actually advocated violence against the rich and those in authority.
- however, they often were the ones who spread his religious ideas in their own localities.
- radical reformers were important for a number of reasons. There may be reference to their support and challenge to a more conservative leader, Luther.
- Martin Luther was reluctant to challenge secular authority. Local radical reformers often did not share this viewpoint. Some radical reformers such as Thomas Muntzer's approach to implementing reform in Germany. Although Muntzer is using the umbrella of religious reform for suggesting more radical action this source contains nationalistic language. Muntzer was to lose his life by advocating peasants use violence against the rich. Luther's approach was much more conservative and he distanced himself from any form of attack on authority. Luther was to survive and carry forward the debate in Germany so it could be argued that his influence was therefore much more significant. Knowledge of Luther's debate with the Papacy and Charles V at Worms would be appropriate in an attempt to answer this question.

QUESTION: 2(b)

How significant was control by Rome as a cause of the German Reformation?

Candidates are expected to analyse and evaluate both the content and the authorship of the sources as part of an enquiry into the importance of control by Rome as a cause of the Reformation in Germany. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of control by Rome in causing the reformation in Germany. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- control of Germany by the Catholic Church in Rome was significant because it led to the rise of nationalism because politically, religiously and economically the states were at the mercy of a power outside their control. They had to send money to Rome, they had to agree to laws from foreign power, their princes were not able to rule their states free from interference and, by the beginning of the sixteenth century, many Germans had grown aware of their imposed dependence on outside whims.
- in Germany, even before Martin Luther wrote his Theses, an increasing interest in religious, political, economic and social reform was presenting itself.
- the strength of the importance of these combined causes led to early cries for reform. Martin Luther articulated religious, and to a lesser extent, economic grievance with his attack on papal indulgences
- the academic historian in Source A strongly states that events were coming to a head in Germany and that it was this coming together of various factors, not just nationalism, which brought about the Protestant Reformation. This is a valid viewpoint if somewhat simplistic and it should be noted that Fisher was writing in the early part of the 20th century and historians are not so simplistic today in their analysis of causation of the Reformation. However, Source B is a contemporary handbill which appeared two years after Tetzels selling of his special issue of indulgences which were said to save one's departed loved ones from purgatory. The fact that the revenue from these was to provide for the building of St Peter's in Rome was widely known by 1519 and indicated to Germans that this was merely another form of Roman taxation on them. Also Tetzels indulgences are seen as the stimulus for Luther's Ninety Five Theses and therefore a significant cause of the German Reformation. However, they are an obvious, but not exclusive, reason for this complex movement of significant areas of Germany breaking away from the established Church.

Part (c)

Distribution of marks within each level for part (c), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	1 mark	1-2 marks	1-5 marks	8
Level 2	2-3 marks	3-4 marks	6-9 marks	16
Level 3	4 marks	5-6 marks	10-14 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (c)

Target: AO1; AO2a; AO2b

Total mark: 24

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of how aspects of the past have been interpreted and represented in different ways

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Awareness of different interpretations will be very limited. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; extracts material from sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 5-8 marks <i>Limited historical knowledge is recalled; comprehends and extracts from source material with limited analysis and evaluation; shows some awareness of the interpretations of the issue in the sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. They will show an understanding of different interpretations. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-12 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some appropriate analysis and evaluation of source material; shows awareness of different interpretations of the issue; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 13-16 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of source material; sources used to support argument; shows awareness of different interpretations of the issue; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination. They will use the sources appropriately to support arguments. They will show an understanding of how aspects of the past have been interpreted in different ways. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-20 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; convincing analysis and evaluation of source material with sources used to support argument; shows how the issue has been interpreted in different ways; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>High Level 3: 21-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of source material with sources used to support argument; shows clear awareness of different interpretations of the issue; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (c)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(c)

Do you agree with the interpretation that the Protestant Reformation advanced because Emperor Charles V was distracted by other matters?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement about the interpretation that Charles V's distraction by other matters was mainly responsible for the advancement of the Reformation in Germany. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which other matters distracted Charles V and allowed the Reformation to advance in Germany. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source.
- Source C by the traditional academic historian H.A.L. Fisher, is explicit in its view that, Charles V could do little to stop the growth of the Reformation in Germany because other more pressing external affairs demanded his attention. This viewpoint supports the interpretation offered in the question. It should be noted that this viewpoint was expressed in an old publication of 1935.
- Source D by the emperor himself shows, as early as 1531, Charles V himself was attempting to put the blame on the German nation for being lawless and thus responsible for advancement of the Reformation. This extract from a key figure in this movement promotes his opinion that his conduct in no way had anything to do with what was happening in Germany. Thus Charles V's speech from the imperial throne in 1531 contradicts the interpretation in the question because it does not choose to conclude that Charles was in any way responsible for the advancement of the German Reformation.
- candidates will consider alternative interpretations about why the Reformation advanced such an economic and social strife which made Germany ripe for change. They may mention the view that the corruption of the Catholic Church was a catalyst for reform and the slow reactions of both the Papacy and the Emperor were also to blame.

QUESTION: 2(c)

Do you agree with the interpretation that the demands of the German peasants in the period of the Peasants War were moderate?

Candidates are expected to show an understanding of how aspects of the past have been interpreted in different ways. They are also expected to demonstrate their ability to analyse and evaluate source material and use it to support arguments. Answers will consider the content and authorship of the sources and use their own knowledge of other interpretations in making their judgement on the interpretation that the demands of the German peasants were moderate. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which the demands of the German peasants, during the Peasants War, were moderate. Candidates should be able to consider whether this interpretation is valid and supported for the whole period or is there evidence to the contrary?
- answers will consider the evidence provided in each source and the circumstances in which each view was expressed. They should consider the motivation behind each source. Source C is by an academic historian editing a radio broadcast talk which states categorically that the peasants were mainly moderate in their demands. Hurstfield affirms that the peasants were reasonable and respectful in their demands and that there was little or no revolutionary furfure. This BBC broadcast of 1962 therefore implies that Joel Hurstfield concurs with the interpretation in the question.
- Source D are extracts from the manifesto of the peasants of Upper Swabia. They are the demands of peasants driven by social and economic grievances, a series of bad harvests and increased taxation. Although they are respectful and appear moderate in their demands it should be noted that they are revolutionary for the time. They are demanding new rights, not the instigation of previously held ones. They are equalitarian in tone and reasonable in their demands but would have been considered radical by many landlords. It does support the interpretation that the peasants' demands were mainly moderate but only if assessed by modern values. For German contemporaries, particularly the rulers, it would have probably appeared revolutionary.
- candidates will consider alternative interpretations whether the demands of some peasants might be considered moderate. It would depend on whether the available evidence was from a radical, foreign, a landlord or a city dweller.

Part (d)

Distribution of marks within each level for part (d), explaining the weighting for each assessment objective.

	AO1	AO2a	AO2b	Total
Level 1	2 mark	1-6 marks	1-2 marks	10
Level 2	4 marks	7-14 marks	3-4 marks	22
Level 3	6 marks	15-20 marks	5-6 marks	32

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, this may mean not awarding the higher mark within the level.

ASSESSMENT GRID FOR PART (d)

Target: AO1; AO2a; AO2b

Total mark: 32

Focus: Recall, selection and deployment of appropriate historical knowledge in context; analysis and evaluation of a range of source material with discrimination

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-10	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will comprehend and extract information from the sources. They will use the sources as evidence to support limited arguments. Candidates will convey meaning with some clarity, although powers of expression may be limited; there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Some limited historical knowledge is recalled; only comprehends and extracts from some of the nominated sources; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 5-7 marks <i>Limited historical knowledge is demonstrated; comprehends and extracts from the nominated source material; shows some awareness of the limitations of the given sources; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 8-10 marks <i>Limited historical knowledge is applied; comprehends and extracts from source material with weak analysis of each of the nominated sources; offers a very limited judgement on utility of sources; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	11-22	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. There will be appropriate but patchy analysis and evaluation of the sources. They will use the sources as evidence to support arguments. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 11-14 marks <i>Some accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers a limited judgement on utility of sources; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 15-18 marks <i>Accurate and relevant historical knowledge is recalled, selected and deployed; some analysis and evaluation of nominated source material; offers an appropriate judgement on utility of sources; there will be some attempt to place the sources in the context of the depth study; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 19-22 marks <i>Mostly accurate and relevant historical knowledge is recalled, selected and deployed; valid analysis and evaluation of nominated source material; there will be some attempt to place the sources in the context of the depth study; offers a clear judgement on utility of sources; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	23-32	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge appropriately. They will analyse and evaluate source material with discrimination and in relation to the historical context. They will use the sources appropriately to support arguments. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 23-25 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; mostly appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of some of the sources; there will be a clear attempt to place the sources in the context of the depth study; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 26-29 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; offers a supported judgement on utility of all of the sources; there will be an obvious attempt to place the sources in the context of the depth study; answers will be largely coherent, fluent and well-organised. with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 30-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; appropriate analysis and evaluation of nominated source material; there will be a sustained focus on dealing with the sources in the context of the depth study; offers a sustained judgement on utility of sources; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR PART (d)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

QUESTION: 1(d)

How useful are Sources A, E and F in understanding the German Reformation to 1555?

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 are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation to 1555. Some of the issues to consider may include:

- the sources highlight some of the reasons for the development of the German Reformation and they display one view on the extent of the role played by the emperor Charles V in the advancement of reform in Germany. Some consideration is given to the role of anti papalism in providing a Germany which was ripe for change in the first part of the sixteenth century. There is reference to the role of Charles V in the development of the movement for reform which was to lead to the eventual imperial acceptance of Lutheranism in Germany. Luther's attempt to distance himself from any claim of being revolutionary also appears here.
- there will be a reference to limitations of coverage, with sources mainly focused on anti-papalism and the role of Charles V. Surprisingly, there is limited brief reference to Martin Luther as a catalyst for reform and even the source (F), from the man himself, denies the importance of his role in the movement.
- concurring opinion on just a few of the numerous and complex causes of the Reformation are given but the sources do not give a complete picture of the role of Martin Luther or any of the peasants and princes of Germany.
- there is reflection from a modern academic historian specialising in this topic and a piece of contemporary anti-papalism. In these limited sources the full spectrum of coverage of religious, economic, social and political change is not included but there is contemporary woodcut from the beginning of the period which highlights an anonymous, but probably representative opinion, which displays the low regard held for the Catholic Church in Germany at the beginning of the sixteenth century.
- there will be a discussion of the greater range of sources available to an understanding of the German Reformation in this period

QUESTION: 2(d)

How useful are Sources, B, E and F in understanding the German Reformation to 1555?

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 are also expected to demonstrate their ability to discuss the sources in the wider context associated with the German Reformation 1555. Some of the issues to consider may include:

- the sources highlight some of the factors involved in the development of the Protestantism in Germany to 1555 and they display a contemporary attack on Tetzel's selling of indulgences, the grievances of peasants and the reaction of the Church in 1530 to developments in Germany and a call to the emperor to act against them.
- there will be a reference to limitations of coverage, with the sources mainly focussed on biased observations and grievances. No consideration is given to such areas as the role and importance of Humanists, the condition of the Catholic Church, Luther's beliefs and role and influence of the princes.
- the view of a contemporary woodcut in 1519, displaying a critical bill focused on the Tetzel Controversy of two years earlier is given and also included is the official statement by aggrieved peasants during the Peasants' war of 1525. Also a plea from a cardinal of the Catholic Church is included which allows an assessment of the Church's reaction to the spread of the Reformation by 1530.
- the reflections from one subjective contemporary, a significant peasant protest document and an example of woodcut propaganda are useful but the full spectrum of coverage of religious, economic, social and political change is not included.
- there will be a discussion of the greater range of sources available to an understanding of the German Reformation in this period.