



GCE AS MARKING SCHEME

SUMMER 2022

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 2022 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.

Marking guidance for examiners

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:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question that outlines indicative content which may 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.

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 band are displayed. Thirdly, a final mark for the question can then be awarded.

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:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 2
- 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.

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.

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		Value of the sources	Analysis and evaluation of the sources in their historical context	Focus on the question set
Band 6	26–30 marks	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
Band 5	21–25 marks	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
Band 4	16–20 marks	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
Band 3	11–15 marks	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
Band 2	6–10 marks	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
Band 1	1–5 marks	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

Using the sources and your understanding of the historical context, assess the value of these three sources to an historian studying the reaction to the Reformation in the period from 1521 to 1529.

Candidates will consider the value of the sources to an historian studying the reaction to the Reformation between 1521 and 1529. 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 the following.

Source A The general historical context associated with this source is the reaction to the Reformation in Wittenberg, while the specific context may include references to Luther's exile in the Wartburg after being put under the Imperial Ban at Worms. It was during this period that the religious radicals known as the Zwickau Prophets came to preach and spread their more extreme religious and iconoclastic ideas in Wittenberg. The author of the source is a Wittenberg student, who is an eyewitness to events and describes them to the mayor of a neighbouring town. The source shows the potentially violent ways in which the ideas of the Reformation could be spread, but also shows that even in Luther's hometown of Wittenberg the authorities were prepared to resist extremists.

Source B The general historical context associated with this source is the reaction to Reformation ideas in the countryside and the specific context may include references to the German Peasants' War that had already started in this region of Germany. The letter shows that the village has asked the nearby city of Nuremberg to send them a more effective priest. The request to choose their own clergy was common among the peasant grievances at this time, for example in the *Twelve Articles of Memmingen*. However, even though the city authorities are sympathetic they can only suggest sending another priest to work alongside the existing one or hiring their own, as at this point the local Catholic bishop is still the only person with the power to remove a priest. While it shows that the ideas of the Reformation have spread to the countryside it also shows that an evangelical centre like Nuremberg still had no power over the Church beyond its own confines.

Source C The general historical context associated with this source is the reaction to the Reformation amongst the German princes and the specific context may include references to the protest that a number of princes made against the continued imposition of the Edict of Worms throughout the Holy Roman Empire at the Diet of Speyer in 1529. The princes, who at this point are still only the minority in Germany, are angrily rejecting the continued imposition of Catholic beliefs in the face of what they see as the true religion: Luther's reformed religion. This protest has to be delivered to Charles V's brother Ferdinand, as while Charles wanted religious division in Germany ended, he was focused on fighting his war against the French. This shows that the ideas of the Reformation have spread up to a number of princes, but that this reforming princes are not yet a majority within Germany.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

		Focus on the question set	Analysis of the interpretation
Band 6	26–30 marks	The learner discusses clearly the question set in the context of alternative interpretations.	The learner considers the validity of the interpretations in the development of the historiographical context. They demonstrate an understanding of how and why this issue has been interpreted in different ways. They discuss why a particular historian or school of history would form an interpretation based on the evidence available to the historian.
Band 5	21–25 marks	The learner discusses the question set in the context of alternative interpretations.	The learner discusses the work of different historians and/or schools of history to show an understanding of the development of the historical debate. The learner analyses and explains the key issues in the question set when considering the interpretation in the question.
Band 4	16–20 marks	The learner discusses the question set in the context of the development of the historical debate that has taken place.	There is some attempt to explain why different interpretations have been formed. The learner considers a counterargument to that presented in the question.
Band 3	11–15 marks	The learner attempts to discuss the question set in the context of the development of the historical debate that has taken place.	There is a limited attempt to explain why different interpretations have been formed.
Band 2	6–10 marks	The learner is able to show understanding of the question set. There is an attempt to reach a judgement but it is not firmly supported or balanced.	The learner's discussion of the interpretation is valid, with reference to alternate interpretations.
Band 1	1–5 marks	Any judgement reached is limited and unsupported.	The learner attempts to discuss the interpretation by tending to agree or disagree with it.
Award 0 marks for an irrelevant or inaccurate response.			

How valid is the view that humanism was responsible for the outbreak of the Reformation?

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 humanism was responsible for the outbreak of the Reformation. Candidates will consider interpretations of this issue within the wider historical debate about reasons for the outbreak of the Reformation. Some of the issues to consider may include the following.

Interpretation 1

This argues that humanism had given more precision and accuracy to people's knowledge of the original Scriptures leading to a critique of how different contemporary practice was to what was actually written in the Scriptures. This interpretation could be supported by knowledge of the importance of the humanist Erasmus and his work on producing a proper Greek text of the New Testament, which influenced reformers such as Luther and would eventually become the basis for the monk's German translation of the Bible. Additionally, Reuchlin's work on the Old Testament was influential, as was that of the German humanist and nationalist Ulrich Von Hutten. Humanist ideas inspired by Renaissance learning led to the questioning of many established ideas and institutions such as the Church, when scholars made direct comparisons to what the Church founders had intended and what was being delivered in practice (in particular the conflict between the spirituality of the original Church with the corrupt one on the eve of the Reformation; this led to wider criticism of the corruption of the Church by scholars such as Erasmus and More.

Interpretation 2

This argues that it was the venality of the Church and the Papacy that turned people against it and led to the outbreak of the Reformation. Luther's 1517 revolt was directly inspired by the sale of indulgences by Tetzel to help pay Archbishop Albrecht of Mainz's debts; they had also been sold to pay for the building of St Peter's; both Erasmus and Luther had been horrified by the opulence and decadence of Rome when they had visited; the costs associated with the Catholic Church were wide and varied as people were expected to pay for any services performed by the Church such as marriage, tithes and other Church taxes. They were often persuaded to will their estates to monasteries so that monks would help to pray them out of purgatory. Money was also paid by men for positions in the Church; money they were only too happy to pay as these positions would enable them to recoup their costs by charging their parishioners.

Wider debate

Political interpretations have focused more on the weakness of the central government of the Holy Roman Empire, which allowed German nationalism to challenge the "foreign rule" of the Roman Church, while also preventing the imposition of a unified set of religious beliefs on the increasingly independent German princes and imperial cities. Social historians have emphasised class conflict between the older and more aristocratic Church hierarchy and the aspirations of the urban middle classes, or between the Church and increasing feudal demands on the peasants.