



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 2018 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 the extent of support within Germany for the Reformation up to 1531.**

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 extent of support, within Germany for the Reformation up to 1531. 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, from Charles V at The Diet of Worms in 1521, is a valuable insight into the stance of the leader of the German states who is already displaying a strong attack on Luther and voicing determination to stop him. There is no support here for Martin Luther's ideas and it is an impassioned defence of the Catholic Church. This extract shows that in 1521 the Holy Roman Emperor acknowledged the danger Luther posed and was prepared to go to great lengths to stop him. This statement was swiftly followed by Luther receiving the Ban of Empire. This contemporary source is valuable to show that the danger of Luther's teachings and tracts was acknowledged by the very highest authority in 1521 and that there was a lack of support at this level.
- This private conversation between Martin Luther and the powerful German prince Frederick the Wise, displays a very strong relationship between Luther and the very important Elector of Saxony. This personal letter strongly suggests that by 1522 Luther is under the protection of this prince and this is supported by the knowledge that Frederick protected Luther after the Diet of Worms and the ban of Empire by having him kidnapped and imprisoned in Wartburg castle. This source is valuable as it illustrates the threat that Luther was seen to pose to Imperial authority and the Catholic Church and is therefore a valuable example of the development of support for him after his appearance at the Diet of Worms. This source is also valuable as it is evidence of the support and protection of a prince who was still to remain a Catholic but who displayed political and economic motivation for the protection of an increasingly popular reformer. It is valuable to illustrate that there was some high and practical support for Luther in Germany in the early 1520s and that for some support for Luther was becoming a political issue. It could be noted, however, that Frederick the Wise was Luther's only princely support in the first seven years of the Reformation and that stronger princely support came later than 1531.

- This source is from a leading reformer and supporter of Luther. Melanchthon was the author of the Augsburg Confession and it displays a conciliatory tone in its response to the charge of Lutherans being termed as heretics. At the time this might have been viewed as a highly critical attack on the Catholic Church but today the Augsburg Confession is more generally seen as a Protestant statement of faith. In 1531 Charles V did not see it as such and he made the decision to return to imposing the Edict of Worms to stamp out heresy. The Confession is, however, very significant in assessing increased support for Lutheranism because as a result of Charles' reaction to this statement Germans formed the Schmalkaldic League in 1531 and this could be said to mark the turning point in princely support of Luther. To historians this is a very valuable source when placed in its historical context as it shows how far Germany had come in its support for the Lutheran Reformation.

Overall, candidates will assess the value of the sources to an historian studying the extent of support within Germany for the Reformation up to 1531. 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.

## MARK SCHEME UNIT 2 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 given to certain types of answer. The published mark scheme for Unit 2 question 1 also gives a similar breakdown and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the given sources; full understanding shown of the appropriate 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>
<b>ACX, VTH, ATQS OVER THE PERIOD SET</b>		
B6S	30	The response shows accurate and sustained source evaluation using the content and attributions of each of the three sources, setting the response in the appropriate historical context and covering all of the period set in the enquiry. There will be 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

<b>Band 5 CHARACTERISTICS</b>		<i>Meaningful analysis and evaluation of the given sources involving valid evaluation of the content and attribution of the sources; understanding shown of the appropriate 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>
<b>ACX and VTH</b>		
B5S	25	The response shows accurate source evaluation using the content and attributions of the three sources, setting the response in the appropriate historical context and covering most of the period set in the enquiry. There will be 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

<b>Band 4 CHARACTERISTICS</b>		<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>
<b>GCX, VTH and U</b>		
B4H	20	The response 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 will be used to reach a reasoned judgement on value to an historian of all three sources. Occasional references to utility are acceptable.
B4S	18	The response 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 will be present on some or all of the three sources though some general comments on utility may be seen.
B4C	16	The response begins to show some characteristics of Band 4 in discussing the general historical context. Mainly focussed on UTILITY but with a limited reference to value.

<b>Band 3 CHARACTERISTICS</b>		<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>
<b>Mechanistic V, S&amp;L and U</b>		
B3H	15	The response is able to evaluate the three sources by focusing on their attributions and content. Any reference to the historical context will be limited. There will be a mechanistic focus on evaluating the UTILITY and / or the VALUE of some or all of the sources. There will be a limited judgement on all of the sources.
B3S	13	The response 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.

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

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>COPYING / COMPREHENSION</b>		
B1H	5	Paraphrases from all of the three sources and / or attributions or plain narrative.
B1S	3	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 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 Martin Luther was mainly 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. Answers 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 Martin Luther was mainly responsible for the outbreak of the Reformation.

Candidates are invited to enter into a debate about whether Martin Luther was mainly responsible for the outbreak of the Reformation. Learners will consider interpretations of this issue within the wider historical debate about causes of the Reformation. Some of the issues to consider may include:

- Interpretation 1 argues that the Reformation was primarily Martin Luther's Reformation and it suggests that it owed its origin and its character to the man himself. It cites his attack on indulgence selling as an action that struck a chord with many Germans. In analysing and evaluating Interpretation 1 answers might argue that traditional, academic historian H.A.L. Fisher writing as early as 1935 in a general history of Europe displays an interpretation that the Reformation was caused by Luther's personal quest for salvation. Fisher does not consider the political, social and economic condition of Germany or the obvious criticisms of the practices of the Catholic Church which were present at the time. H.A.L. Fisher's stance is a traditional one which firmly puts the individual at the centre of change. His view is typical of early twentieth century academic historians whose view has persisted, as a populous viewpoint held by some, right up to the present day. It is also typical of historians who believe in the 'great man' theory of history – that people like Luther were catalysts for great change.
- Interpretation 2 argues that the Reformation owed its existence to more than one individual and it offers evidence of how this misguided interpretation was formed. It also acknowledges that the influence of Luther is an interpretation which has persisted in popular culture but is one that is misguided and not embracing the wider historical context of the Reformation period in Germany. In analysing and evaluating Interpretation 2 answers might argue that modern academic historians Scribner and Scott-Dixon writing in a study guide for students *The German Reformation (2003)* are categorically stating that this is a misguided myth which originated in the sixteenth century and has been challenged by many European academic historians throughout the second half of the Twentieth century. Scribner and Scott Dixon, as modern historians who have considered the wider historical context, are not content with placing Luther as the main cause of the Reformation and urge a wider consideration of the many and complex causes of this movement.

- Candidates may show awareness of the wider historical debate surrounding the causation of the Reformation. In particular candidates should be aware of other interpretations such as the social, economic and political causation of this movement in Germany. This could be enhanced by a consideration of the historical context of this religious movement taking place at the same time as the High Renaissance in Europe and the challenge which this brought to accepted, medieval religious thought. This would also include an analysis of the influence of the criticism of the established Church at the time, both by those who attacked from within, the Humanists, and those who challenged from without. This would include reformers other than Luther. There is much to consider in the multiplicity and interlocking of the causation of the Reformation.

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 Martin Luther was mainly responsible for the outbreak of the Reformation.

## MARK SCHEME UNIT 2 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.

<b>Band 6 CHARACTERISTICS</b>		<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>
<b>ACX, WHD, OPI</b>		
B6H	30	The response 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 response shows 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 response 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 response explains why differing / different interpretations of the issue have been formed.
<b>Band 5 CHARACTERISTICS</b>		<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>
<b>ACX, WHD, OPI</b>		
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 firm grasp of the wider historical debate regarding the issue.
B5S	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. The response needs to indicate how and why interpretations are formed based on the content and especially the authorship of the extracts.

<b>Band 4 CHARACTERISTICS</b>		<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>
<b>ACX AND GCX OPI</b>		
B4H	20	
B4S	18	
B4C	16	The response begins to analyse and evaluate the provided material to offer a judgement on the given interpretation; the response shows awareness of another possible interpretation.

<b>Band 3 CHARACTERISTICS</b>		<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>
<b>AUTH GCX</b>		
B3H	15	
B3S	13	The response attempts to consider the content of the provided material to identify different interpretations; will offer a 'bolt-on' judgement on the validity of the interpretation presented in the question.

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the provided material only.</i>
B2H	8	The response attempts to consider the content of the provided material to show differences between the two presented interpretations and provides a limited judgement on validity.
B2S	6	The response begins to use the content of the provided material to identify some of the differences between the presented interpretations.

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