

UNIT 2**DEPTH STUDY 5****THE 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 focussed 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 criticism of the Catholic Church by 1524.

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 criticism of the Catholic Church by 1524. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. Appropriate observations may be made in the analysis and evaluation of the sources including:

- Source A is an official decree from the Church hierarchy. It was written before Luther's attack but after Erasmus' work was published. It is an attempt to counter the criticism of the Catholic Church. The Church shows itself determined to attack what it sees as false teaching and heresy, and as such is a reaffirmation of Catholic teaching. The tone of the source is defensive as is essentially Catholic propaganda deliberately deployed in order to illicit a sense of loyalty and conformity towards the 'true faith'. The title of the decree reveals the total reluctance of the Catholic Church to accept criticism and to maintain that any other proposition is merely untruth. The source remains valuable evidence to an historian studying the Catholic Church and its refusal to accept the criticism that it faced.
- Source B is from Luther's 95 Theses. The Theses are generally regarded as a true statement of his concerns and are largely factual and supported. This extract from the 'Theses' focuses upon the issue of indulgences which were central to the criticism of the Church but only formed part of a wider criticism. This source is valuable to historians because Martin Luther's Theses are often referenced as the document which set the challenge to the Church, which then intensified the debate of whether a foreign power had the right to tax Germans. Luther challenged the premise that through the sale of indulgences one could find absolution. He saw indulgences as a money making scheme by an authority outside Germany.
- Source C is from Erasmus, a leading humanist scholar. He takes a critical view of some of the practices of the established Church but he also stepped back from calling for outright schism with the Catholic Church. This source was written in 1524, and is a typical example of the correspondence which circulated at the time between critics of the Catholic Church. Letters like this which are likely to reveal innermost thought also reveal that even amongst the reformers there were real differences of opinion about the way forward. In this case Erasmus is keen to reform popes and bishops rather than merely exposing their weaknesses. The tone of the source reveals Erasmus' frustration and exasperation with Luther, who has taken his criticisms further than he ever imagined. As such this source is reliable to historians studying criticism of the Catholic Church because it shows the differences in nature and degree of those criticisms.

Overall, candidates will assess the value of the sources to an historian studying criticism of the Catholic Church by 1524. 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*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate sustained and accurate analysis and evaluation of the content and authorship of the source material</i> • <i>provide sustained focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a sustained judgment regarding the value of the sources for the specific enquiry</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus on the analysis and evaluation of the content and authorship of the source material</i> • <i>provide a mostly clear focus on evaluating the sources in the context of the specific enquiry</i> • <i>offer a valid judgment regarding the value of the sources for the specific enquiry</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of the content and authorship of the source material</i> • <i>place the sources in the context of the specific enquiry</i> • <i>offer a clear judgment regarding the value of the sources for the specific enquiry</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of the content and authorship of the source material</i> • <i>make an attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least two sources</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract information from the sources with some reference to the authorship of the provided material</i> • <i>make a limited attempt to place the sources in the context of the enquiry</i> • <i>offer a limited judgment on the value of at least one source</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend and extract from some of the source material</i>
Award 0 for incorrect or irrelevant 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 responsible for the outbreak of the Reformation in Germany?

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 responsible for the outbreak of the Reformation in Germany.

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

- Interpretation 1 argues that Luther had a great influence on the Reformation because he gave unity to the general criticism of the Church and initiated a world revolution.
- In analysing and evaluating Interpretation 1 answers might argue that Green is displaying an interpretation which was acceptable to historians studying in the 1960s, but which has now been challenged. His publication is also a general book which for a general audience and summarises the traditional view of Luther as a great man and an inspirational leader. As a result he exercised an enormous influence upon the direction which the Reformation took inside and outside of Germany. Seen thus, Luther was responsible for the Reformation. However, such a view examines the Reformation in a narrow context which has become the subject of debate.
- Interpretation 2 argues that Luther was merely the figurehead for the Reformation which owed more to nationalism and the longstanding political struggle between Germany and the Vatican.
- In analysing and evaluating Interpretation 2 it seems that Luther contributed only another episode in a longstanding struggle with the Catholic Church. Scholastic theologians were the subject of criticism for decades. Seen thus, Luther's controversy was viewed as yet another episode in a long running feud. This is the opinion of a revisionist historian who has probably considered the interpretations of earlier historians. In keeping with the need for balance, attention is given to the context of the Reformation. Clearly the author of the source, an academic historian and specialist in European history, would have available in 2014 a range of primary sources and the work of historians such as Green to draw upon. Also he is writing in a specialist study which is entirely focused on the Reformation in Germany.
- Candidates may show awareness of the wider historical debate surrounding this issue such as changing nature of the historiography regarding religious change at this time and dissolution in particular. In particular candidates should be aware of other interpretations such as economic and social strife which made Germany ripe and susceptible to change or the view that the corruption of the Catholic Church was a catalyst for reform. Also the impact of the new ideas unleashed by the Renaissance may be mentioned as part of the wider debate.

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 responsible for the Reformation in Germany.

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*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>show sustained and accurate analysis and evaluation of provided material which is used effectively to discuss how and why different interpretations are formed</i> • <i>provide sustained focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>demonstrate clear awareness of different interpretations of the issue set</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate a clear and accurate focus in the analysis and evaluation of provided material to show how and why different interpretations have been formed</i> • <i>provide a mostly clear focus on evaluating the interpretations in the context of the specific enquiry</i> • <i>show how the issue has been interpreted in different ways</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate valid analysis and evaluation of provided material to identify different interpretations</i> • <i>place both interpretations in the context of the specific enquiry</i> • <i>show awareness of different interpretations of the issue</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some appropriate comments regarding the analysis and evaluation of provided material to identify different interpretations</i> • <i>make an attempt to place the interpretations in the context of the specific enquiry</i> • <i>show some awareness of different interpretations of the issue</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>comprehend from provided material with only limited analysis shown</i> • <i>make a limited attempt to place the interpretations in the context of the enquiry</i> • <i>show some awareness of the different interpretations of the issue</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>extract information from provided material</i> • <i>have some weak reference to different interpretations of the issue</i>
Award 0 for incorrect or irrelevant answers		