



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

HISTORY - UNIT 2  
DEPTH STUDY 5: RELIGIOUS REFORMATION IN  
EUROPE, c. 1500-1564

PART 1: THE OUTBREAK AND SPREAD OF THE  
REFORMATION IN GERMANY, c. 1500-1531

2100U5-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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 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 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 outbreak of the Reformation in Germany by the early 1520s.**

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 outbreak of the Reformation in Germany by the early 1520s. 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:

- The context of Source A is the practice of selling indulgences permitted by the Catholic Church. In this extract from a public sermon delivered in Germany in 1516, Johannes Tetzel is playing on the guilt of surviving relatives to provide money to release their dead parents from Purgatory. Tetzel's zeal is obvious in promoting this special indulgence blessed by the Pope, the funds of which were destined for building work in St. Peter's in Rome. It is useful to show the length by which some church men were prepared to go to extract funds. There are many similar accounts of recollections from the witnessing of such sermons which support the value of this source to an historian studying the outbreak of the Reformation in Germany.
- The context of Source B is the continuing pressure being put on the Catholic Church by Luther in 1520. Luther is making a dramatic and direct attack on the Roman church in his famous publication, a critical tract which he saw as the Babylonian captivity of his church. It follows his earlier attacks in his Ninety Five Theses and displays how far and how rapidly his open criticism of the church has developed. It was distributed throughout Germany and it shows how his criticism of the selling of indulgences has now become an even greater attack on the authority of the established church. This extract is an example of Martin Luther's evangelical stance which is not connected with indulgence selling and is therefore useful to display another cause of the Reformation in the form of Luther's evangelical attack on the very heart of Roman practice, the Mass itself. The source helps to show that Luther's writings are now becoming a direct cause of the Reformation in Germany
- The woodcut in Source C was produced by a well known supporter of Luther and is a prime piece of reformation propaganda that attacks the exploitation by a corrupt papacy in Rome. It is an early example produced while Luther was in hiding having fled after condemnation at Worms. Its purpose was to educate the illiterate in Lutheran beliefs. Church taxes were a source of extreme criticism and both peasants and even better-off town and city dwellers in Germany would have been able to understand this criticism of the Catholic Church's practice.

Overall, candidates will assess the value of the sources to an historian studying the outbreak of the Reformation in Germany by the early 1520s. 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>
<b>B6H</b>	<b>30</b>	The response shows accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given 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 the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B6M</b>	<b>28</b>	The response shows mainly accurate and sustained source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources setting the response in the correct historical context covering all of the period set in the enquiry. There will be a sustained judgement on the <i>value</i> of all three sources to an historian studying a particular issue.
<b>B6L</b>	<b>26</b>	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 in each of the three sources.</i>
<b>B5H</b>	<b>25</b>	The response shows accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given 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 <i>value</i> of all three sources to an historian studying a particular issue.
<b>B5M</b>	<b>23</b>	The response shows mainly accurate source evaluation using the content and attributions to deal with the strengths and limitations of all of the given sources with a clear attempt to set the response in the correct historical context. There will be a sound judgement on the <i>value</i> of all of the three sources to an historian studying a particular issue.
<b>B5L</b>	<b>21</b>	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 three sources</i>
<b>B4H</b>	<b>20</b>	The response is able to discuss the strengths and limitations of all three sources by focusing on their attributions, content and the historical context. The judgement on <i>value</i> will be clear and supported.
<b>B4M</b>	<b>18</b>	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 <i>value</i> will be clear.
<b>B4L</b>	<b>16</b>	The response begins to show some characteristics of Band 4

<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 value of the sources will be seen</i>
<b>B3H</b>	<b>15</b>	The response is able to discuss the strengths and / or limitations of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of all of the sources.
<b>B3M</b>	<b>13</b>	The response is able to discuss the strengths and / or limitations of some or all of the three sources by focusing on their attributions, content and / or omissions. Any reference to the historical context will be limited. There will be a limited judgement on the <i>value</i> of some of the sources – say two out of three.
<b>B3L</b>	<b>11</b>	The response begins to show some characteristics of Band 3 Should be used if there is only ONE ATTRIBUTION attempted

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content of the given sources to show their value; little understanding of the historical context is seen</i>
<b>B2H</b>	<b>10</b>	The response is able to discuss the strengths and / or limitations of some or all 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 <i>value</i> of at least one of the sources.
<b>B2M</b>	<b>8</b>	The response is able to discuss the strengths and / or limitations of some (say 2) 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.
<b>B2L</b>	<b>6</b>	The response trawls through the sources.

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from content or attributions of the given sources.</i>
<b>B1H</b>	<b>5</b>	Paraphrases from all of the three sources and/or attributions or plain narrative.
<b>B1L</b>	<b>3</b>	Copies from one or two of the three sources and/or attributions.
	<b>0</b>	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 the use of the printing press was the main reason for the spread 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 the use of the printing press was the main reason for the spread of the Reformation in Germany.

Candidates are invited to enter into a debate about whether the use of the printing press was the main reason for the spread of the Reformation in Germany. Learners will consider interpretations of this issue within the wider historical debate about causes of the spread of the Reformation in Germany. Some of the issues to consider may include:

- Interpretation 1 argues that the availability of the printing press allowed for more debate on scriptures which led to questioning of the established Church in Germany. It did this by allowing accessibility to the scriptures which had previously been the safeguard of the Church.
- In analysing and evaluating Interpretation 1 candidates might argue that traditional, academic historians, Koenisberger, Mosse and Bowler, writing in a general history book in 1989, are stating that the printing press had a pivotal role in the causation of the Reformation in Germany. These well known academic historians collaborated in this general history which is acknowledged as a standard academic work on Europe in this period.
- Interpretation 2 argues that the printing press merely made available the dramatic views of the reformers. There is no reference here to the rapid way in which the beliefs of the reformers were disseminated throughout Germany, only that the radical viewpoints were what attracted and propelled the Reformation in Germany. This interpretation plays down the role of the printing press as the major player in the spread of the Reformation in the German states.
- In analysing and evaluating Interpretation 2 candidates might argue that modern academic historian Euan Cameron, is categorically stating that the availability of the printing press was not a cause of the Reformation in Germany. Cameron is a specialist historian of this period who obviously sees the spread of the Reformation as being more to do with its message than with its medium.



- Candidates may show awareness of the wider historical debate surrounding the reasons for the spread of the Reformation in Germany. In particular candidates should be aware of other interpretations such as that other reforming literature greatly assisted the development of the Reformation in Germany. Another interpretation could emphasise that there were much more powerful factors which aided the spread of the Reformation in Germany such as economic and social grievances in Germany and the support of some powerful princes, the cities and some peasants for the reformers.

Overall candidates will analyse both interpretations using their own understanding of the historical 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 the use of the printing press was the main reason for the spread of 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

<b>Band 6 CHARACTERISTICS</b>		<i>Sustained and accurate analysis and evaluation of the provided extracts 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 Holistic grasp – understand the issue set, the extracts and the wider debate: fully focussed on ATQS.</i>
<b>Use 30 as a reward for the 3 candidates at B6</b>		
<b>B6H</b>	<b>30</b>	The response fully integrates discussion of the content and authorship of both extracts together with knowledge of other possible interpretations to reach a valid judgement in relation to the view set in the question.
<b>B6M</b>	<b>28</b>	The response discusses the content and authorship of both extracts together with knowledge of other possible interpretations to offer a substantiated judgement in relation to the view set in the question.
<b>B6L</b>	<b>26</b>	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>
<b>B5H</b>	<b>25</b>	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. We need a firm grasp of the OPIs and evidence of thinking on the day – all codes x 2 would be evident.
<b>B5M</b>	<b>23</b>	The response discusses the content and authorship of both extracts to offer a clear judgement on the validity of the given interpretation; shows some understanding of other possible interpretations. We can accept some formulaic reference but we need 2 x AUTH WHY to indicate how interpretations are formed based on Content and Authorship of the extracts.
<b>B5L</b>	<b>21</b>	The response begins to show some characteristics of Band 5. We can accept formulaic response at B5L provided other aspects are covered in both extracts.
<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; needs a reasonable grasp of the OPIs</i>
<b>B4H</b>	<b>20</b>	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. Needs some references to both INTS and at least one AUTH WHY and to show an understanding of the OPI(s). We can accept formulaic response at B4H provided other aspects are covered.
<b>B4M</b>	<b>18</b>	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. Needs some reference to AUTH.
<b>B4L</b>	<b>16</b>	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>
<b>B3H</b>	<b>15</b>	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. A limited judgement on validity does not need a firm grasp of the OPI –just an awareness
<b>B3M</b>	<b>13</b>	The response attempts to compare the content and authorship of both extracts to identify different interpretations; will offer a ‘bolt-on’ judgement on validity
<b>B3L</b>	<b>11</b>	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>Mechanistic and formulaic use of the content and authorship of the given extracts only Two ways to get Band 2 – either 1. Comparing INT 1 and INT2 or 2. Attempting to use ONE extract to address the issue in the Question set</i>
<b>B2H</b>	<b>10</b>	The response attempts to consider the content and authorship of both extracts to show differences between interpretations <b>OR</b> the response considers the content and authorship of only one of the extracts to show an understanding of the interpretation in the question set.
<b>B2M</b>	<b>8</b>	The response begins to use the content of both extracts to identify some of the differences between the presented interpretations <b>OR</b> the response attempts to consider the content of only one of the extracts to show an understanding of the interpretation in the Question set.
<b>B2L</b>	<b>6</b>	The response begins to show some characteristics of Band 2. Use also if they just do basic comprehension of the content of the extracts - but not the AUTH - and make very limited reference to OPIs

<b>Band 1 CHARACTERISTICS</b>		<i>Copies or paraphrases from the content of the extracts</i>
<b>B1H</b>	<b>5</b>	Basic comprehension and paraphrasing from the content of both extracts
<b>B1L</b>	<b>3</b>	Basic comprehension or copying from the content of one of the extracts
	<b>0</b>	Use for incorrect answers