



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY2
DEPTH STUDY 6**

THE GERMAN REFORMATION c. 1500-1550

1232/06

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.

HISTORY MARK SCHEME

UNIT HY2

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 D mean by the phrase ‘How much evil and harm Martin Luther’s agitation and rebellion has caused’?

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 context is the holding of a Diet of Worms in 1521
- just before the meeting at Worms Martin Luther is seen to have presented over a significant threat to the established Church
- this is an acknowledgement by a very influential papal legate that Martin Luther has made a significant impact in Germany between 1517 and 1521
- the context of previous debate between Luther and Cajetan and Eck representing the Catholic Church is acknowledged here to have achieved little in halting Luther’s attack on the Church
- that this was written two months before Luther’s refusal to recant his beliefs at the Diet of Worms in April 1521
- that it is a statement by the influential Papal Legate, Aleander, to influence the outcome of the forthcoming diet, as previous attempts by the established Church to silence Luther had failed and the troublesome monk’s following and popularity continued to grow.

QUESTION: 2(a)

What does the author of Source F mean by the phrase 'those who still wish to cling to the old Christian faith and usages'?

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 context is the enquiry and decision from the Recess of the Diet of Augsburg of 1530
- in particular, the decision to protect the right of both Protestants and Catholics not to be intimidated. It was a promise by certain Princes neither to force their subjects to be Protestant or to threaten those who wished to remain Catholic. Candidates might be able to draw on evidence that both the Imperial emperor, the Papacy and those princes and cities who were embracing Lutheran had tried to come to some agreement to avoid conflict of interest and it was an attempt to protect the inhabitants of those areas of Germany who did not wish to follow their secular leaders.
- their differences could not be reconciled. It settled nothing, even though surprisingly there was much common ground. What it did do was to prepare the way for future conflict.
- at this time there was an acknowledgement of the existence of Protestantism and in order to distinguish between this new sect and the long established Church in Rome this phrase appears. It is an official acknowledgement of what has developed in Germany since Martin Luther refusal to recant his beliefs at Worms in 1521.

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 the Humanists in challenging papal authority in the early sixteenth century?

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 the humanists as a factor in challenging papal authority in the early sixteenth century. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of the Humanists in challenging papal authority. In relation to the set enquiry and in their analysis of the sources, candidates may consider some of the following issues:

- that Humanists, such as Erasmus, were massively influential in stimulating the wider debate on the condition of the established Church.
- these sources illustrate that by stimulating the debate throughout intellectual early modern Europe criticisms challenging Papal authority were extremely significant in the Humanists. The old saying that Erasmus laid the egg which Luther hatched does have some resonance in evaluating the challenge to papal authority in Germany. Source A illustrates that the academic historian Elton sees the Humanist, as a hugely influential figure in the early pre reformation debate on the need for reform of the Church and thus this group of intellectuals were, albeit an unintended, direct challenge to papal authority. Source B is written by the leading Humanist himself and contains evidence of a challenge to the Church.
- the sources help to show that Humanists were significant for a number of reasons. They could be said to have opened the intellectual debate on the condition of the Catholic Church and they were thus a direct attack on papal authority. There may be reference to their support to the argument and challenge of Martin Luther which was to follow and run parallel to theirs.
- Humanists believed that the Church needed to reform itself from within and Erasmus was the most prolific writer who corresponded with the great and good of Europe as well as leading the humanists' debate on the condition of the Church. However, when he witnessed Luther's more radical approach and his direct attack on such practices as the selling of indulgences Erasmus used his pen to distance himself from the Wittenberg monk.

QUESTION: 2(b)

How significant was the selling of indulgences 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 significance of indulgence selling as a cause of the German Reformation. Candidates are also expected to use their own knowledge of the period to demonstrate understanding of the significance of selling indulgences as a means to gain salvation 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:

- the selling of indulgences by the Church in Germany 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 buy forgiveness and the Church played on their emotions as Tetzel's special edition was said to provide salvation for dead relatives as soon as the coins 'rang in the box'.
- there was no justification in the Bible for indulgences and many Germans saw it as a form of taxation.
- however, for Martin Luther it was more a question of buying forgiveness. He believed that salvation could not be bought for an individual or their dead relatives.
- the academic historian in Source A, writing in 1999, strongly states that Luther believed indulgences to have no value and were in fact harmful to the path to salvation. Chibi also puts forward the view that this was a basic attack on the fundamentals of the established Church.
- However, Source B is a contemporary draft of a sermon credited to Johannes Tetzel. Tetzel's indulgences are seen as the stimulus for Luther's Ninety Five Theses and therefore a significant cause of the German Reformation.

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 Luther was mainly responsible for the development of the German Reformation?

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 Luther was mainly responsible for the development of the German Reformation. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which Luther was mainly responsible for the development of the Reformation 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 Dutch academic historian Heiko A. Oberman, a specialist in Reformation history, is explicit in its view that, Luther was very well known throughout German society. This viewpoint supports the interpretation offered in the question.
- Source D is by the papal legate Aleander. Aleander's evidence also supports the interpretation that Luther's role is crucial, but if does so in a negative way. This extract from a key figure at this pivotal time is categorical in stating how central Luther was to developments in Germany. He sees that dealing with Luther at this time is crucial to preventing to crisis created by this 'subversive sect'. Thus Aleander's speech, early in 1521, to delegates already gathered for the momentous attempt by both the imperial emperor and the Papacy to get Luther to recant his beliefs supports the interpretation in the question because it does not choose to conclude that Luther was a huge and well known threat to both the Church and the Holy Roman Empire.
- candidates will consider alternative interpretations about why the German Reformation developed such as other pivotal persons such as Erasmus, Eck and Cajetan as well as 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 to the challenge posed by Martin Luther were causal factors.

QUESTION: 2(c)

Do you agree with the interpretation that Luther's writings were the major cause of unrest in Germany?

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 whether Luther's writings were the major cause of unrest in Germany. Some of the issues to consider may include:

- candidates are invited to enter into a debate on the extent to which Luther's writings were the major cause of unrest in Germany. Candidates should be able to consider whether this interpretation is valid and supported 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 a traditional, academic historian writing for a radio broadcast in 1962, which states categorically that before the Peasants revolt of 1525 the Imperial Knights had taken up the banner of revolution as early as the publication of Luther's influential pamphlet 'Address to the German Nobility' in 1520. Koenigsberger affirms that the Imperial Knights were the first to begin the process which led to revolt in Germany, albeit stimulated by Martin Luther's critical tract. This BBC broadcast of 1962 therefore implies that H.G. Koenigsberger did concur with the interpretation in the question that Luther's writings were a major cause of unrest.
- Source D is an extract from Martin Luther's reply to the published demands of the peasants in Upper Swabia in 1525 at the height of the Peasants War. This is Luther's response to the demands of peasants driven by social and economic grievances, a series of bad harvests and increased taxation. He appears to side with the peasants in that he, in this short extract clearly places the blame for revolt at the door of the princes of Germany. It is a clear attack on the princes as the instigators of revolt in Germany.
- This source is also evidence to support the interpretation in the question. These are the words of Martin Luther himself and, although he was to later distance himself from any support for unrest in Germany, in these writings he is meddling in the conflict with a suggestion that the peasants are justified in their actions because of their social conditions.
- candidates will consider alternate interpretations such as whether it was really the Knights, the Cities, the Princes, or the peasants who most caused unrest in Germany. A balanced interpretation would be that at any particular time and place it was one or all of these. That they all, plus economic, political and religious factors, were responsible for causing unrest and action against the control of the Imperial empire and Rome Luther can be then seen as a catalyst.

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 views from some of the main characters involved in the early part of the Reformation in Germany. Some consideration is given to the early sixteenth century role of the humanist, Erasmus of Rotterdam. There is reference to the role of condemnation of indulgence selling in the development of the movement for reform by Lutherans. Luther's attempt to take back control of the German Reformation from the Zwickau prophets after his exile in Warburg Castle is also included.
- there will be a reference to limitations of coverage, with the sources mainly focussed on influences up to 1522. Luther is referenced in two of the sources but Source A, by the traditional historian Elton is focused on an assessment of Desiderius Erasmus across Europe as a whole. Source F, from Luther himself, is illuminating in that it shows Luther's resolve to take control after the rejection and trauma of Worms, kidnaping and imprisonment in Warburg castle. The woodcut is one of many of Lucas Cranach's attempts at support for Luther's ideas and beliefs.
- 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, the Papacy or any of the peasants and princes of Germany.
- the viewpoints of two of the leading figures are given and there is reflection from a traditional but dated academic historian specialising in this topic. In these limited sources the full spectrum of coverage of religious, economic, social and political change is not included but there is a contemporary woodcut from the beginning of the period which highlights a biased opinion, which displays the low regard held for the Catholic Church in Germany by a supporter of Lutheranism in the year of the Church's attack on its leader. Much could be made of the lack of any source after 1522.
- 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 C, 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 factors involved in the development of the Protestantism in Germany to 1555 and they display a comment from an academic historian on social revolution in Germany, an anonymous woodcut which supports the importance of Luther's role in fighting corruption c.1545 and an extract from the agreed compromise between the Imperial Emperor, the Church and secular protestant leaders of Germany in 1530.
- there will be a reference to limitations of coverage, with the sources mainly focussed on biased observations and grievances, although perhaps of note is the opinion of a renowned traditional historian, albeit in a short essay produced for a BBC radio broadcast in 1962. However, no consideration is given to such areas as the role and importance of Humanists, the condition of the Catholic Church and Luther's beliefs
- the view of a contemporary woodcut from c.1525, displaying the Devil's attempt to distract Luther from his mission is offered and also included is an extract from an official document produced at the Recess of Augsburg in 1530. Also the aired opinion of a traditional academic historian which is controversial but thought provoking on the role of the Imperial Knights as a stimulus for revolt against the Catholic Church in Germany.
- the reflections from one traditional academic historian, a significant joint document of the protagonists involved in searching for a peaceful solution to division in Germany 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.