



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 1  
PERIOD STUDY 5

POLITICAL AND RELIGIOUS CHANGE IN EUROPE,  
c.1500-1598

2100UE0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 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 1**  
**PERIOD STUDY 5**  
**Political and Religious Change in Europe c. 1500-1598**  
**MARK SCHEME**  
**Section A**

**Marking guidance for examiners**

**Summary of assessment objectives for Section A**

Section A questions assess assessment objective 1. The periods set in the question range between 20 and 40 years. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

**The structure of the mark scheme**

The mark scheme for Section A has two parts:

- Advice on each 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 that demonstrate the qualities needed in assessment objective 1.

**Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## 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.*

### **How successful was Charles V in dealing with the challenges he faced between 1516 and 1556?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which Charles V was successful in dealing with the challenges he faced between 1516 and 1556. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Charles V was successful in dealing with the challenges he faced between 1516 and 1556. In order to reach a substantiated judgement about this issue, candidates may argue that he was successful in dealing with most of the wide range of significant challenges he faced as ruler of two separate geographically diverse states. The response might support this proposition by considering issues such as:

- Challenges to his authority in Spain early on in his reign, which were successfully dealt with;
- Significant victories against the French such as at Pavia in 1529. These led to peace agreements such as those at Cambrai in 1529 and Crépy in 1544;
- The threatened Ottoman attack on Vienna was successfully resisted in 1529, and Tunis was recaptured in 1535;
- The Peace of Augsburg, which settled the Lutheran religious dispute in the Holy Roman Empire.

Candidates might consider challenging the proposition in the question by arguing that in some respects Charles V failed to deal successfully with some very important challenges of his reign. The response might consider issues such as:

- While the challenge from France was beaten back repeatedly, it did resurface again after his abdication;
- The religious settlement in Germany was not the restoration of Catholicism that Charles had hoped for and did not take into account the more radical Protestant groups;
- The Ottoman threat to Europe continued beyond his reign;
- The diverse nature of his political interests made it impossible to solve all of his problems as he was not able to achieve a single political and religious settlement across all of the territories he ruled over.

Overall, candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles was successful in dealing with the challenges he faced between 1516 and 1556.

## 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.*

### **To what extent were Francis I's financial reforms the most effective of his policies during his reign (1515–1547)?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which financial reforms were the most effective policy of Francis I during his reign (1515–1547). They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate, and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which finance was the most effective policy of Francis I. In order to reach a substantiated judgement about this issue, candidates may argue that financial reforms were the most effective as none of the rest of his policies were possible without the finances to support them. The response might support this proposition by considering issues such as:

- Francis inherited a significant debt when he became king and struggled to restore the country's finances throughout his reign;
- Limitations to the power of the French monarchy and the ability to successfully fight wars was directly linked to the French monarchy's ability to raise money. By 1547 a mercenary army for a foreign war cost more than the total income of the French monarchy;
- The increase in centralised government in France was the result of the need to more effectively collect taxation needed to finance the wars of Francis I;
- The threat of Habsburg encirclement with the accession of Charles V, first in Spain then to the position of Holy Roman Emperor, resulted in conflict that dominated French foreign policy in open warfare in the 1520s and 1540s. It also led to much diplomatic manoeuvring in the 1530s. These tensions were not properly resolved in Francis's lifetime

Candidates might consider challenging the proposition in the question by arguing that in some respects that other policies of Francis I, particularly those relating to the establishment of an absolute monarchy were more successful. The response might consider issues such as:

- His son, Henry, inherited a debt so large he could not meet the interest payments;
- The sale of offices that occurred throughout his reign was necessary to improve the country's finances even though this expansion of bureaucracy only had short term benefits;
- Religious problems, which were a result of humanist and Lutheran influences. As the views of evangelicals became more extreme, repression of heresy became more severe. However, a more tolerant approach was later adopted as Francis moved to gain the support of German princes;
- The demands of establishing an absolute monarchy, while also trying to be a Renaissance patron, were also important issues for Francis I.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which financial reforms were the most effective policy of Francis I during his reign.

## Section B

### Marking guidance for examiners

#### Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

#### The structure of the mark scheme

The mark scheme for Section B has two parts:

- Advice on each 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 that demonstrate the qualities needed in assessment objective 1.

#### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

#### Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

### INDICATIVE CONTENT FOR QUESTION 3

*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 far do you agree that the Catholic Church was the most important influence on the development of Europe between 1500 and 1564?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which the Catholic Church was the most important influence on the development of Europe between 1500 and 1564. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Catholic Church was the most important influence on the development of Europe between 1500 and 1564. In order to reach a substantiated judgement about this issue, candidates may argue that the Catholic Church during this period was of vital importance as it had an impact on a range of other developments. The response might support this proposition by considering issues such as:

- Concerns about the state of the Church, which inspired humanists such as Erasmus to call for reform of the Catholic Church;
- The state of the Catholic Church, theologically and organizationally, became the focus of Luther and other critics leading to the Protestant Reformation;
- The Catholic Church, realizing the threat of the Protestant challenge, began the process of reforming itself;
- The Catholic Church had a major impact on stimulating the voyages of exploration and discovery in this period;
- Dissatisfaction with the Catholic Church encouraged secular rulers to embrace Protestantism as a method of challenging its power.

Candidates might consider challenging the proposition in the question by arguing that other factors were more important influences over the development of Europe in this period. The response might consider alternate factors such as:

- The rise of more centralised European states, such as the absolutist monarchy of France, enabled the large scale conflicts like the Habsburg–Valois Wars;
- The impact of Renaissance culture on the monarchies of Europe;
- The growth of exploration and discovery resulted in new financial resources becoming available to states such as Spain;
- The impact of Ottoman interventions in Eastern Europe had reverberations in many areas of European diplomacy.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Catholic Church was the most important influence on the development of Europe between 1500 and 1564.

## INDICATIVE CONTENT FOR QUESTION 4

*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.*

### **‘The reaction of the European powers to the Ottoman threat between 1520 and 1571 was mostly unsuccessful.’ Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which the reaction of the European powers to the Ottoman threat was mostly unsuccessful between 1520 and 1571. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the reaction of the European powers to the Ottoman threat was mostly unsuccessful between 1520 and 1571. In order to reach a substantiated judgement about this issue, candidates may argue that European states, such as France, Spain and the Holy Roman Empire, did little to stop the Ottoman threat in this period. The response might support this proposition by considering issues such as:

- The Ottomans’ significant military achievements in the 1520s, for example the victory over the Hungarians at Mohacs and the Ottoman encroachment on the gates of Vienna;
- Secret alliances between France and the Ottomans undermined any attempts at achieving European unity;
- Charles V was too distracted by his wars with France, as well as by religious problems in Germany, to be able to focus on the problem properly;
- The Ottoman threat was diminished by the Ottomans’ own distraction by problems in the Middle East.

Candidates might consider challenging the proposition in the question by arguing that European states were quite successful in combatting the Ottoman threat. The response might consider alternate factors such as:

- The military superiority of the Ottomans—on land and at sea—was the result of the leadership of Suleiman the Magnificent and Khayr ad-Din Barbarossa. Although it may be noted that Ottoman successes did not outlive them;
- While the Ottomans reached the gates of Vienna in 1529, they were successfully resisted and did not threaten the city again in the sixteenth century;
- When undistracted by other problems, Charles V could effectively combat the Ottomans as he did in the recapture of Tunis in 1535;
- Decisive victory at the Battle of Lepanto showed that Europe could deal with the Ottoman threat successfully.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the reaction of the European powers to the Ottoman threat was mostly successful between 1520 and 1571.



## UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

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 awarded to answers showing the appropriate characteristics.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focused on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
<b>B6S</b>	<b>27</b>	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
<b>B5H</b>	<b>25</b>	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
<b>B5S</b>	<b>23</b>	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
<b>B5C</b>	<b>21</b>	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
<b>B4H</b>	<b>20</b>	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.
<b>Band 3 CHARACTERISTICS</b>		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
<b>B3H</b>	<b>15</b>	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of developments and factors.
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area and is descriptive.</i>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.
<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the topic area.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant to the concept set.
	<b>0</b>	Use for incorrect answers