



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1  
PERIOD STUDY 5

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

2100UE

## **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 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. This assessment objective is a single element focussed 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 which 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*

### **'Philip II dealt effectively with the problems he faced in Spain between 1558 and 1592.' 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 Philip II dealt effectively with the problems in Spain between 1558 and 1592. 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 Philip II dealt effectively with the problems in Spain between 1558 and 1592. In order to reach a substantiated judgement about this issue, candidates may argue that Philip II dealt effectively with a wide range of problems including religious and political issues. The response might support this proposition by considering issues such as:

- reform of the administration of Spain through a series of Councils
- the centralisation of power
- the championing of the Catholic Reformation in Spain
- the annexation of Portugal and the unification of the Iberian Peninsula

Candidates might consider challenging the proposition in the question by arguing that in some respects Philip II was not as effective in dealing with some problems in Spain. The response might consider issues such as:

- finance was an increasing problem/bankruptcies / unable to raise finance / centros and juros
- the Moriscos were a challenge /revolt in 1568
- the revolt in Aragon in 1590s
- checks on his royal authority in parts of Spain e.g. Salamanca
- disruption in trade caused by persistent warfare throughout the period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Philip II effectively dealt with the problems in Spain between 1558 and 1592.

## 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 far do you agree that rivalry with the Hapsburgs had the most significant impact on France in the period 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 rivalry with the Hapsburgs had the most significant impact on France in the period 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 rivalry with the Hapsburgs had the most significant impact on France in this period. In order to reach a substantiated judgement about this issue, candidates may argue that because the Hapsburg/Valois conflict was long and draining on French resources it did have the most significant impact on France in this period. The response might support this proposition by considering issues such as:

- France was constantly threatened by the extensive empire of Charles
- it was involved in numerous wars in the Italian peninsula
- the personal rivalry of two young renaissance monarchs
- the drain on French finances
- it distracted Francis I from other important concerns

Candidates might consider challenging the proposition in the question by arguing that in some respects there were other significant factors which impacted greatly on France in this period. The response might consider issues such as:

- the growth of heresy in France and the impact on Francis' toleration of humanism
- the influence of the Renaissance on culture, learning and architecture in France
- financial issues and their impact on developments within France
- the potential growth of absolute power of the king

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which rivalry with the Hapsburgs had the most significant impact on France in the period 1515-1547.

## ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 6<br/>CHARACTERISTICS</b> |    | <i>The response is fully focussed on the exact key concept in the set question, covering the 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>   |
| B6H                               | 30 | 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 substantiated judgement covering the whole of the set period.   |
| B6M                               | 28 | 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 convincing substantiated judgement covering most of the set period.  |
| B6L                               | 26 | The response begins to show some characteristics of Band 6   |
| <b>Band 5<br/>CHARACTERISTICS</b> |    | <i>The response is mainly focussed 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>  |
| B5H                               | 25 | The response clearly 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 and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.  |
| B5M                               | 23 | The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.  |
| B5L                               | 21 | The response begins to show some characteristics of Band 5   |
| <b>Band 4<br/>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>  |
| B4H                               | 20 | The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.  |
| B4M                               | 18 | The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift. |
| B4L                               | 16 | The response begins to show some characteristics of Band 4   |

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 3<br/>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> |
| B3H                               | 15 | The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>                                  |
| B3M                               | 13 | The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>  |
| B3L                               | 11 | The response begins to show some characteristics of Band 3   |
| <b>Band 2<br/>CHARACTERISTICS</b> |    | <i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>   |
| B2H                               | 10 | The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.   |
| B2M                               | 8  | The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.   |
| B2L                               | 6  | The response begins to show some characteristics of Band 2.  |
| <b>Band 1<br/>CHARACTERISTICS</b> |    | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>  |
| B1H                               | 5  | The response is very limited and undeveloped though there is some weak link to the topic area.   |
| B1L                               | 3  | The response is very brief and / or largely irrelevant to the concept set.   |
|                                   | 0  | Use for incorrect answers  |

## Section B

### Marking guidance for examiners

#### Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed 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 which 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 was European division mainly responsible for Ottoman expansion into Europe in this period 1520-1571?**

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 European division was mainly responsible for Ottoman expansion into Europe in this period. 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 European division was mainly responsible for Ottoman expansion into Europe in this period. In order to reach a substantiated judgement about this issue, candidates may argue the issue of European division was indeed responsible for Ottoman expansion. The response might support this proposition by considering issues such as:

- the Hapsburg/Valois rivalry in Europe which was a barrier to unity against Ottoman ambition and expansion
- France's secret alliance with the Turks showed clear division within Europe
- the reluctance of the Papacy, for most of this period, to be involved in an offensive against the Ottoman military
- the expense for Spain in acting alone against the mighty Ottomans
- the impact of the German Reformation as a distraction for a united Catholic attack on the strength of Ottoman ambitions in Eastern Europe and the Mediterranean Sea.

Candidates might consider challenging the proposition in the question by arguing that factors concerned with the wealth, strength organisation and ambition of the Ottoman Empire were also responsible for Ottoman expansion. The response might consider alternate factors such as:

- the leadership of the Sultans
- the superiority of the Ottoman army in campaigns in eastern Europe
- the superiority of the Ottoman navy in the Mediterranean Sea
- the administration structure of the Empire supported expansion
- the great wealth of the Empire sustained conquest

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which European division was mainly responsible for Ottoman expansion into Europe in the period 1520-1571.

## 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.*

### **To what extent was Martin Luther mainly responsible for religious change in the period 1517-1564?**

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 Martin Luther was mainly responsible for religious change in the period 1517-1564. 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 influence of Martin Luther was responsible for religious change in the period 1517-1564. In order to reach a substantiated judgement about this issue, candidates may argue that Martin Luther was indeed mainly responsible for religious change in the period 1517-1564. The response might support this proposition by considering issues such as:

- Luther ignited the debate with his Ninety Five Theses in 1517 which he continued with proposition in the question by arguing that there were other significant factors which were responsible for religious change. The response might consider alternate factors such as the Church with debate with Cajetan and Eck
- Luther reached many sectors of society in Germany with his critical tracts of 1520
- Luther refused to recant his beliefs at Worms in 1521
- Luther gained the support of princes which led to victory against the Holy Roman Emperor and the establishment of Protestantism in the heart of Europe
- Luther influenced debate with Zwingli in Switzerland and allowed the opportunity for Calvin's revolt against Catholicism

Candidates might consider challenging the proposition in the question by arguing that other factors had as much responsibility in causing religious change. The response might consider alternate factors such as:

- Germany was uniquely ripe for change due to political, economic and social factors and the Renaissance brought humanism and a climate for questioning in cities and towns
- the Catholic Church was seen as a foreign power in the Holy Roman Empire and its corrupt practices were seen as a challenge for change
- the printing press was available in the university towns of the Holy Roman Empire and was able to print Protestant tracts and propaganda woodcuts
- the peasants in this area had many social and economic grievances which manifested themselves in a cry for religious change and radical reformers were instrumental in revolt, in the name of religion, in local areas
- some German princes were seduced by the political and economic gains of Protestantism and it was they who took on the cry for religious change after Luther's death in 1547
- Zwingli and Calvin were also very influential in promoting Protestantism in Europe

- After the Peace of Augsburg in 1555 Germans were given the choice of remaining Catholic or being allowed to practise Protestantism in Germany. This established Protestantism as a legitimate church in central Europe
- by 1564 the deliberations of the Council of Trent were a counter to Protestantism and Catholicism survived in many areas of Europe

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Martin Luther was mainly responsible for religious change in the period 1517-1564.

### ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

|                               |    |  |
|-------------------------------|----|--|
| <b>Band 6 CHARACTERISTICS</b> |    | <i>The response is fully focussed on the exact key concept in the set question, covering the 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>   |
| B6H                           | 30 | 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 substantiated judgement covering the whole of the set period.   |
| B6M                           | 28 | 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 convincing substantiated judgement covering most of the set period.  |
| B6L                           | 26 | The response begins to show some characteristics of Band 6   |
| <b>Band 5 CHARACTERISTICS</b> |    | <i>The response is mainly focussed 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>  |
| B5H                           | 25 | The response clearly 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 and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.  |
| B5M                           | 23 | The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.  |
| B5L                           | 21 | The response begins to show some characteristics of Band 5   |
| <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>  |
| B4H                           | 20 | The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.  |
| B4M                           | 18 | The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift. |
| B4L                           | 16 | The response begins to show some characteristics of Band 4   |

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 3<br/>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> |
| B3H                               | 15 | The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>                                  |
| B3M                               | 13 | The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>  |
| B3L                               | 11 | The response begins to show some characteristics of Band 3   |
| <b>Band 2<br/>CHARACTERISTICS</b> |    | <i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>   |
| B2H                               | 10 | The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.   |
| B2M                               | 8  | The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.   |
| B2L                               | 6  | The response begins to show some characteristics of Band 2.  |
| <b>Band 1<br/>CHARACTERISTICS</b> |    | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>  |
| B1H                               | 5  | The response is very limited and undeveloped though there is some weak link to the topic area.   |
| B1L                               | 3  | The response is very brief and / or largely irrelevant to the concept set.   |
|                                   | 0  | Use for incorrect answers  |