

UNIT 1
PERIOD STUDY 5
POLITICAL AND RELIGIOUS CHANGE IN EUROPE c.1500-1610

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.

How successfully did Francis I deal with the problems he faced during his reign?

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 Francis I was successful in dealing with the problems he faced during his reign. 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 Francis I was successful in dealing with the problems he faced during his reign. In order to reach a substantiated judgement about this issue, candidates may argue that Francis I was successful in dealing with the problems he faced during his reign. The response might support this proposition by considering issues such as:

- the increase in political power of the monarch
- possible movement towards absolutism
- the centralisation of the administration of government
- the reduction of the political power of the aristocracy
- the Concordat of Bologna of 1516 gave Francis unprecedented control over the French Church
- sponsoring and promoting Renaissance ideas and discoveries gave him a reputation as a Renaissance prince

Candidates might consider challenging the proposition in the question by arguing that in some respects Francis I was less successful in dealing with his problems. The response might consider issues such as:

- the continuing rivalry with the Hapsburgs
- social and religious issues: Francis I's early toleration of humanism allowed dissent to develop; the Affair of the Placards of 1534 caused Francis I to take a harsher line on heresy
- lack of finance remained a problem
- the growing issue of acting as a Renaissance prince added to his pressures
- dealing with the Ottoman threat remained a major issue

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Francis I was successful in dealing with the problems he faced during his reign.

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 Philip II's greatest challenge was the control of the Netherlands?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether Philip II's greatest challenge was control of the Netherlands. 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 whether Philip II's greatest challenge was control of the Netherlands. In order to reach a substantiated judgement about this issue, candidates may argue that Philip II's greatest challenge was control of the Netherlands. The response might support this proposition by considering issues such as:

- the relationship between the key characteristics influencing Philip's rule of the Netherlands
- that he inherited problems in the Netherlands which were exacerbated with the appointment of Alva. He failed to recognise Dutch concerns. He financially exploited the area which intensified problems
- furthermore there was inadequate response to growing Dutch nationalism led by the able William of Orange. Also the Netherlands was supported by Elizabeth I which created a greater challenge for Philip. It was still Spanish by the end of his reign but he left his son with the task of accepting its potential loss

Candidates might consider challenging the proposition in the question by arguing that there were other significant challenges faced by Philip II. The response might consider challenging the proposition by considering issues such as:

- a major problem Philip faced was financial. He went bankrupt three times and by the end of his reign he could only borrow money at enormous rates of interest. However, this did not stop him attempting to deal with another of his great challenges, the Protestant English queen Elizabeth I by launching the Armada of 1588
- Philip also had problems with championing the Catholic Reformation and conflict with the Ottoman Empire
- the significance of the Netherlands as a great challenge should not be in dispute but this should be balanced by a consideration of the other challenges which Philip II faced such as finance of his empire, Elizabeth I, championship of the Catholic Reformation in Spain and conflict with the Ottoman Empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Philip II's greatest challenge was the control of the Netherlands.

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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant 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.

Were social grievances mainly responsible for the development of the German Reformation, 1517-1555?

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 social grievances were mainly responsible for the development of the German Reformation, 1517-1555. 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 social grievances were mainly responsible for the development of the German Reformation, 1517-1555. In order to reach a substantiated judgement about this issue, candidates may argue that social grievances were mainly responsible for the development of the German Reformation in this period. The response might support this proposition by considering issues such as:

- peasants believed Lutheranism offered them social equality
- the more densely populated urban areas had social grievances because many people had money but little social status
- in many parts of rural Germany there had been famine, increased taxation and withdrawal of ancient rights. Being at the bottom of the social structure peasants had no means of change except by revolt
- princes, although at the top of the social pyramid, were responsible for their people but did not have the independent power to change conditions. They had grievances themselves

Candidates might consider challenging the proposition in the question by arguing that there were other factors that were responsible for the development of the German Reformation, 1517-1555. The response might consider alternate factors such as:

- religious grievances against the Catholic Church
- the political and economic grievances of all sectors of German society
- the uncoordinated response of opposition from the Papacy
- the reaction of Charles V also aided the development of the Reformation in Germany
- the role of key individuals and dedicated reformers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which social grievances were mainly responsible for the development of the German Reformation, 1517-1555.

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.

How seriously did the Ottoman Empire threaten the Christian rulers of Europe in the period 1500-1571?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how seriously the Ottoman Empire threatened the Christian rulers of Europe in the period 1500-1571. 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 Ottoman Empire seriously threatened the Christian rulers of Europe in the period 1500-1571. In order to reach a substantiated judgement about this issue, candidates may argue that the Ottoman Empire posed a serious threat to the Christian rulers of Europe in the period. The response might support this proposition by considering issues such as:

- European rulers viewed the Ottoman Empire as a threat because of its superior wealth and strength.
- Sultans were obliged to promote the acquisition of new territory and this threatened Europe.
- they threatened Spain in North Africa.
- they threatened Venice and damaged its economy and finances.
- they threatened Habsburg lands in Central Europe
- they were a threat given their naval power which allowed them to capture strategic points in the Mediterranean
- the Habsburg dynasty with Charles V at its head was committed to defending Christendom and naturally saw the Ottoman state as a religious threat

Learners might consider challenging the proposition in the question by arguing that the Ottoman threat was less serious than has been claimed. The response might consider issues such as:

- the Ottomans made a treaty with France, although this increased the threat to Spain.
- they were not powerful enough and supply lines meant they could not sustain a campaign in the western Mediterranean
- Even before Lepanto the threat was diminishing
- the Ottomans were also concerned to expand into Asia and this lessened the pressure on Europe
- they mainly threatened because of Habsburg Valois divisions and, after 1559, this was less significant and weakened the threat

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Ottoman Empire seriously threatened the Christian rulers of Europe in the period 1500-1571.

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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		