



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 3  
BREADTH STUDY 3

REFORMATION AND DISCOVERY: EUROPE, c.1492-1610

1100UC0-1

## **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 3**  
**BREADTH STUDY 3**  
**REFORMATION AND DISCOVERY: EUROPE C.1492-1610**  
**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each 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 assessment is 30.

**The structure of the mark scheme**

The mark scheme for Unit 3 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.
- The assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

**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.*

### **To what extent was the issue of indulgences the most important criticism of the Catholic Church in the period from 1500 to 1531?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the significance of criticisms of the Catholic Church between 1500 and 1531. 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 criticisms of the Catholic Church between 1500 and 1531. In order to reach a substantiated judgement about this issue, candidates may argue that the sale of indulgences was the most significant criticism of the Catholic Church in this period. They may support this proposition by considering issues such as:

- the key point of the 95 Theses was that the Catholic Church did not have the authority to send souls to heaven upon payment of an indulgence—only God could do that ;
- while the 95 Theses were an invitation to debate the beliefs and practices of the Church, the refusal of the authorities to listen to Luther's ideas including those on indulgences pushed him into more and more extreme positions with regard to the Church;
- The refusal to listen led to Luther's open challenge to the doctrine of the Catholic Church and the authority of the papacy in the 1519 Leipzig debate;
- by the time of the Diet of Worms, Luther was no longer afraid of censure by the Catholic authorities, which is why he refused to recant his position on issues such as indulgences.

Candidates might consider challenging the proposition in the question by arguing that other criticisms of the Catholic Church were more significant. They may suggest that:

- Humanists such as Erasmus were already criticising the corruption of the Catholic Church but hoped to encourage it to reform from within. They became increasingly worried that Luther would endanger their own plans;
- Humanists were also concerned about the ignorance of the clergy, especially of those who were paid to stand in for qualified priests as a result of absenteeism and pluralism;
- the princes in Germany were concerned about the Church's political influence in Germany as seen in the resistance to enforcing the Edict of Worms and culminating in the 1529 Protest of Speyer;
- German nationalists such as Ulrich Von Hutten criticised Italian influence in the religion and government of Germany.

Overall candidates will offer a debate and come to a substantiated judgement regarding the most important criticisms of the Catholic Church between 1500 and 1531.

## 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 was John Calvin the most significant influence on the spread of Protestantism between 1521 and 1559?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case reasons for the spread of Protestantism between 1521 and 1559. 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 who was the most significant influence on the spread of Protestantism between 1521 and 1559. In order to reach a substantiated judgement about this issue, candidates may argue that John Calvin was the most significant influence on the spread of Protestantism in this period. They may support this proposition by considering issues such as:

- Calvin was more personally involved in the implementation of his ideas in Geneva than Luther was in Wittenberg;
- as Lutheranism settled to be the orthodoxy of northern Germany, Calvin's ideas had more of an international dimension to them and were embraced by communities and countries beyond Switzerland;
- Calvin demanded a much greater commitment in every aspect of life from Calvinist followers and had political and social consequences, as well as religious ones;
- predestination was a much more powerful and persuasive idea than Luther's idea of consubstantiation;
- Calvinism was much more subversive than Lutheranism and did not need the support of princes to survive and thrive.

Candidates might consider challenging the proposition in the question by arguing that other factors were the most significant influence on the spread of Protestantism between 1521 and 1559. They may suggest that:

- Luther's tracts of the 1520s fully laid out his philosophy, which influenced other Protestant reformers including Zwingli and Calvin;
- the spread of Protestantism was strong in German cities a long time before it took hold in Geneva;
- the support of the princes, at the Diet of Speyer and in the Schmalkaldic League, ensured the survival of Protestantism;
- the Peace of Augsburg established a religious status quo across Germany.

Overall candidates will offer a debate and come to a substantiated judgement regarding the most significant influence on the spread of Protestantism between 1521 and 1559.

### 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 evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

#### **“The most significant consequence of the age of exploration and discovery for Europe in the period from 1492 to 1610 was the colonisation of the Americas.” 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 most significant consequence of exploration and discovery between 1492 and 1610. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the most significant consequence of exploration and discovery in the period from 1492 to 1610. In order to reach a substantiated judgement about this issue, candidates may argue that colonisation of the Americas was the most significant impact of exploration and discovery on Europe in this period. They may support this proposition by suggesting that:

- colonisation of the Americas gave European rulers an opportunity to further extend their power and influence. Spain in particular saw the Americas as their means to achieve this, although France and England tried as well;
- the Americas gave the Spanish access to large quantities of precious metals and colonisation helped to secure this supply, which could then be spent on trade within Europe;
- the Americas also contained other commodities that could be traded for profit back in Europe such as sugar, cotton and tobacco.

Candidates might consider challenging the proposition in the question by arguing that other factors such as the economic impact of exploration were more significant consequences of the age of exploration and discovery. They may consider issues such as:

- the boost that American gold and silver gave to the European economy had a very significant impact, leading to increased trading and the rise of the merchant classes in Western Europe;
- scientific and technological advances in ship design and navigation;
- the changing balance of power within Europe, which gave Spain access to resources that her rivals like France could not match and spurring other countries such as England on to their own voyages of exploration.

Overall candidates will offer a debate and come to a substantiated judgement regarding the most significant impact of exploration and discovery in the period from 1492 to 1610.

## UNIT 3: THE BREADTH 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> Lucid; convincing; debating		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
<b>B6S</b>	<b>27</b>	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.
<b>Band 5 CHARACTERISTICS</b> Coherent; engaging; debating		<i>The response is mainly focused on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement</i>
<b>B5H</b>	<b>25</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
<b>B5S</b>	<b>23</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>

<b>Band 4 CHARACTERISTICS</b> Meaningful discussion; mini judgements		<i>The response attempts to cover most of the set period and discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
<b>B4H</b>	<b>20</b>	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b> Two sided; listing; assertions		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>
<b>B3H</b>	<b>15</b>	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
<b>Band 2 CHARACTERISTICS</b> Narrative; descriptive; tagged-on		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
<b>B2H</b>	<b>8</b>	The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.



<b>Band 1 CHARACTERISTICS</b>		<i>The response is undeveloped, very brief or largely irrelevant</i>
Brief; undeveloped; largely irrelevant		
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the associated theme.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant.
	<b>0</b>	Use for incorrect answers