



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**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 2022 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.

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 focused on the ability to analyse, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that 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.

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. Third, 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.

AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Theme 1 *Religious change and its impact c.1500 to 1600*

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“Calvinism had the most significant impact on religious change in Europe between 1500 and 1600.” Discuss.

Candidates will offer a supported analysis of Calvinism, measuring its impact on religious change in Europe – in relation to other relevant issues and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Calvinism had the most significant impact on religious change in Europe during the specified period may include the following.

- Calvin’s ideas had a much greater impact on politics and society than Luther’s.
- Calvin’s ideas attracted a much wider international audience than those of Luther.
- Calvinism becoming established in countries like Scotland, but also played a major role in the French Wars of Religion and the Dutch Revolt.
- Calvin’s ideas did not need the support of a local ruler so could become established in a territory in a more subversive way than Lutheranism.

Arguments that suggest that Calvinism did not have the most significant impact on religious change in Europe during the specified period may include the following.

- Calvin was inspired in his work by the original revolt against the Catholic Church led by Martin Luther in Germany.
- The first legal recognition of Protestantism was the 1555 Peace of Augsburg in response to the conflict in Germany with the Lutheran princes.
- The Catholic/Counter Reformation did a lot to protect, strengthen and renew the Catholic Church in the face of the Protestant threat.
- The new Catholic religious orders like the Jesuits were able to limit the spread of Calvinism and Lutheranism in some countries.

0 2

To what extent was Martin Luther responsible for the changes in European politics and society between 1500 and 1600?

Candidates will offer a supported appraisal of the changes in European politics and society across the period, measuring the degree to which Martin Luther was responsible for those changes – in relation to other relevant issues, and in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Martin Luther was responsible for the changes in European politics and society during the specified period may include the following.

- Lutheranism challenged the supremacy of the Catholic Church which had heavily influenced the politics and society of Germany.
- The Lutheran princes had challenged the authority of the Holy Roman Emperor since their protest at the 1529 Diet of Speyer.
- The recognition of Lutheran territories in Germany in the 1555 Peace of Augsburg had a significant impact on politics and society in Germany.
- Luther inspired many of the other reformers whose social and political influence went on to be greater than his such as Calvin in Geneva.

Arguments that Martin Luther was not responsible for the changes in European politics and society during the specified period may include the following.

- Luther's direct influence was mostly limited to Germany, and even then not all of the principalities within the Holy Roman Empire.
- Calvin's more radical ideas led to much greater changes in European politics and societies.
- Calvin's influence spread much further geographically than Luther's.
- The continued influence of the Catholic Church was still felt strongly right across Europe, successfully resisting the influence of Calvinism, mostly strongly in France.

Theme 2 *Exploration and discovery c.1492–1610.*

0 3 “Exploration and discovery between 1492 and 1610 was driven by a desire for political power.” Discuss.

Candidates will offer a supported analysis of exploration and discovery across the specified period, measuring the impact of the desire for political power – in relation to other relevant issues – as a motivating factor. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that exploration and discovery between 1492 and 1610 was driven by a desire for political power during the specified period may include the following.

- Ferdinand and Isabella of Spain sent Columbus on his proposed transatlantic route to the Indies to rival the power that Portugal had gained by exploring the west African coast.
- The money that came to Spain from its colonies in the Americas made Spain richer and more influential than all of its rivals.
- The Netherlands and England got involved in exploration and discovery later in the period to increase their influence in the Atlantic and India Oceans.

Arguments that suggest that exploration and discovery between 1492 and 1610 was not driven by a desire for political power during the specified period may include the following.

- Many explorers were looking for a route to the riches of China and the Indies – Da Gama and others travelled around the coast of Africa, Columbus across the Atlantic.
- There was a desire to bypass Arab intermediaries and trade directly with the merchants of the Far East.
- Access to new sources of gold and silver drove the Conquistadors deeper into Mexico and South America.
- Some explorers of Africa and the Indian Ocean hoped to find Prester John’s Christian kingdom of Ethiopia.
- Missionary activity became increasingly important as a result of the Catholic and Counter Reformation later on in the period.

0 4

Evaluate the impact of exploration and discovery on Europe during the period from 1492 to 1610.

Candidates will offer a supported appraisal of the impact of exploration and discovery on Europe – perhaps in relation to other relevant issues – in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that the impact on Europe of exploration and discovery was positive and/or significant during the specified period may include the following.

- Exploration and discovery increase in the power and influence of the Spanish monarchy especially relative to Portugal.
- It was a stimulus to the growth of the merchant class in many European countries as a result of increased capital based on New World gold and silver, and new commodities to trade in.
- There was a significant influence on scientific and technological developments especially cartography and navigation.
- It led to expanding European territorial control with New World colonisation in Mexico, the West Indies and Virginia.

Arguments that the impact on Europe of exploration and discovery was negative and/or of lesser significance during the specified period may include the following.

- Exploration and discovery created new source of rivalry between countries such as Spain and Portugal in the earlier period, leading to the Treaty of Tordesillas.
- It increased the geographical spread of rivalry between Spain, the Netherlands and England in the later part of the period.
- It led to an increase in privateer activity as treasure fleets crossing the Atlantic made potentially lucrative targets.
- It resulted inflation due to silver from South America flooding the European currency markets.
- There were other significant events in Europe during the period that were significantly shaping its religious and political outlook.