



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 2018 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.*

### **To what extent was the Ottoman Empire the greatest threat to European stability in the period 1520-1555?**

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 the Ottoman Empire was the greatest threat to European stability in the period 1520-1555. 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 how great the Ottoman threat to European stability was in the period 1520-1555. In order to reach a substantiated judgement about this issue, candidates may argue that there was a sizeable threat to Eastern Europe and to the Mediterranean Sea from a formidable Ottoman Empire in this period. The response might support this proposition by considering issues such as:

- in the first ten years of Suleiman the Magnificent's rule he won some spectacular battles which took him to the gates of Vienna in 1529 which posed a significant threat to the Holy Roman Empire.
- the island of Rhodes was attacked and fell to the Ottomans in December 1522
- the Hungarian army was defeated at the Battle of Mohacs in 1526
- The Ottoman Empire's wealth was great, the army loyal and very strong and their navy and Barbarossa were effective.
- all of this was perceived as a real threat to Europe although there were times of less threat for example when the Ottoman Empire was distracted by events in the Middle Eastern area.

Candidates might consider challenging the proposition in the question by arguing that in some respect the threat was less significant in comparison to other threats to the stability of Europe in this period. The response might consider issues such as:

- The Protestant Reformation was a great threat to the stability of Europe throughout this period
- The reform of the Papacy and the Catholic Reformation were a threat to the religious stability of Europe although the effect of this was after 1555
- Hapsburg Valois rivalry was also a threat to peace and stability in Europe
- The dominance of Charles V and the constraints of controlling his large monarchia was a threat to Europe
- Also the twin problems of time and distance contained the threat from the Ottoman Empire to most of Europe in this period

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Ottoman Empire was the greatest threat to European stability in the period 1520-1555.

## 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 the development of absolute monarchy had the greatest impact on France during the reign of Francis I from 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 how far the development of absolute monarchy had the greatest impact on France during the reign of Francis I. 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 development of absolute monarchy in France had the greatest impact on the country between 1515 and 1547. In order to reach a substantiated judgement about this issue, candidates may argue that there were many factors which had an influence on the development of France during this period but that the development of absolute monarchy had a significant impact. The response might support this proposition by considering issues such as:

- The development of absolute monarchy in the reign of Francis I, can be recognized as a period of increased control of the machinery of order, power and patronage.
- The development of absolute control did impact on the development of France during this period – Francis I faced little resistance to his authority by the nobility but much responsibility for provincial administration lay outside the direct control of the Crown
- Greater financial control did impact on France in this period – Francis had the power to tax at will. There was fiscal reform and a new central Treasury which gave him supreme control of financial matters
- There was a move towards centralisation and specialisation in government in Francis I's reign
- As a Renaissance prince Francis publically displayed the appearance of an absolute monarch

Candidates might consider challenging the proposition in the question by arguing that the impact of the development of absolute monarchy on France at this time can be questioned in some respects. There were also other significant factors which impacted on France in this period. The response might consider issues such as:

- Hapsburg Valois Rivalry throughout this period which impacted on French finance and status
- The influence of the growth of Lutheranism in the Holy Roman Empire and its impact on France
- The impact of the Crown's religious policy and its conflict with the Sorbonne and Parlement
- The influence of an alliance with the Ottoman Empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the impact of the development of absolute monarchy in the reign of Francis I 1515-1547.

## 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.*

### **'The exploration of the New World had the most significant impact on the development of Spain between 1516 and 1588.' 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 exploration of the New World had the most significant impact on the development of Spain between 1516 and 1588. 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 whether the exploration of the New World had the most significant impact on Spain in the period from the accession of Charles I to the throne and up to and including the Spanish Armada of 1588. In order to reach a substantiated judgement about this issue, candidates may argue that the exploration of the New World had a significant impact on Spain's development in this period. The response might support this proposition by considering issues such as:

- The conquest of New Spain, Peru and the acquisition of Brazil later in the century brought wealth from silver, gold, sugar, cotton, leather hides, cochineal and cocoa
- The shipments of these valuable commodities allowed Spain the financial strength to dominate Europe
- The growth of Seville gave the impression that Spain was wealthier than she was and encouraged her to borrow beyond her ability to repay the loans
- The economic impact of the profits made from the export of silver, in particular, allowed for the construction of an impressive colonial empire
- Spain rose to a pre-eminent position in Europe because of the flow of American silver
- Spain was viewed by Europe as a rich formidable foe who could afford to raise military forces against them

Candidates might consider challenging the proposition in the question by arguing that there were other issues which impacted significantly on Spain in the period 1516-1588. The response might consider alternate factors such as:

- The challenge of the great monarchia of Charles V and his dual role as Holy Roman Emperor
- The challenge of championing Catholicism against the Protestant Reformation in Europe
- The challenge of Hapsburg/Valois rivalry from 1516 until peace with France in 1559 by the Treaty of Cateau Cambresis
- The challenge of Philip II's financial position in 1556
- The challenge of championing Christendom against the Ottoman Empire.
- The challenge posed by revolt in the Netherlands
- The challenge posed by Protestant England and the failure of the Spanish Armada of 1588

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the exploration of the New World had the most significant impact on the development of Spain between 1516 and 1588.

## 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 did criticisms of the Catholic Church have the most significant influence on religion in Europe in the period 1500-1564?**

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 criticisms of the Catholic Church had the most significant influence on religion in Europe in the period 1500-1564. 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 criticisms of the Catholic Church were the most significant influence on religion in this period. In order to reach a substantiated judgement about this issue, candidates may argue that at the beginning of this period the Catholic Church was the established Church in Europe and that by 1564 Protestantism existed in many European states and therefore criticisms of the Catholic Church must have had a significant influence on religion. The response might support this proposition by considering issues such as:

- The condition of the Catholic Church and the Papacy at the beginning of the sixteenth century
- The effect of the challenge of Christian Humanists within the Church especially the work of Erasmus
- The Papacy's ineffective response to criticism of established practices such as the sale of indulgences
- The impact of Martin Luther's criticisms of the Catholic Church
- Radical popes from the 1530s revived Catholicism and with the Council of Trent set about reform within the Catholic Church
- The onset of the Counter-Reformation from the 1540s

Candidates might consider challenging the proposition in the question by arguing that there were other great influences on religion in Europe in the period 1500-1564 which merit consideration. The response might consider alternate factors such as:

- The influence of Renaissance thought on bringing about change
- Social and economic conditions in Germany at the beginning of the century which influenced Germans in embracing religious change
- The wider influence of Martin Luther's challenge up to his death in 1546
- The influence of Zwingli and Calvin in Switzerland up to the 1560s
- The influence of towns and cities in bringing about religious change
- The rapid dissemination of Protestantism from the 1520s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which criticisms of the Catholic Church had the most significant influence on religion in Europe in the period 1500-1564.



## GENERIC MARK SCHEME UNIT 1

### THIS CAN BE USED WITH BOTH QUESTIONS

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 given to certain types of answer. The published mark scheme for Unit 1 also gives the same break down and descriptors.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed 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>
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 and substantiated judgement covering the whole of the set period.
B6S	27	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 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 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.
B5S	23	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.
B5C	21	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>
B4H	20	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.
B4S	18	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>
B3H	15	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.
B3S	13	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>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	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>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers