

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.

‘The main motive for the voyages of discovery in the sixteenth century was financial.’ How far do you agree with this view?

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 main motive for the voyages of discovery in the early sixteenth century was mainly financial. 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 main motive for the voyages of discovery in the early sixteenth century was mainly financial. In order to reach a substantiated judgement about this issue, candidates may argue that finance was the main motive for the voyages of discovery in the early sixteenth century. The response might support this proposition by considering issues such as:

- trade was one of the great motivators for voyages into the unknown. A new trade route to a distant land could lead to hugely lucrative opportunities
- many voyages were sponsored by states who were seeking new sources of spices, gold and silver to boost their policies of mercantilism
- personal wealth and prestige was also a huge factor: Columbus received the title ‘Admiral’ on landing in the Americas; conquistadors received great status within the Iberian peninsula
- new trade routes would lead to cheaper goods and thus more markets in Europe

Candidates might consider challenging the proposition in the question by arguing that other factors were more important in stimulating the voyages of discovery. The response might consider issues such as:

- the spread of religious belief was a motivating factor behind many voyages, but it was rarely the only concern. The Spanish Conquistadors, for example, followed in the footsteps of Christopher Columbus, their motivation being "God, Glory and Gold"
- the growth of new technology in ship-building and navigation was a great stimulus to exploration
- social status was a huge factor in Spanish discovery
- political rivalry of emerging nation states; among the great powers of Europe, empire building was an ongoing and expansive process. By controlling a new territory, the invading nation gained control of natural resources and expanded the reach of its empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the main motive for the voyages of discovery in the early sixteenth century was financial.

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.

‘The discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century.’ 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 discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century. 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 discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century. In order to reach a substantiated judgement about this issue, candidates may argue that the discovery and exploration of new lands had a largely positive effect on Europe. The response might support this proposition by considering issues such as:

- the age of European exploration and discovery represented a new period of global interaction and interconnectivity
- markets were given vast supplies of raw materials to feed Europe's growing industrial economy and to provide Europeans with manufactured goods to trade with
- the old land-owning nobility began to be replaced by manufacturers and merchants as Europe's new elite
- countries on the Atlantic coast became more important: ports such as Seville, Cadiz and Lisbon flourished
- lesser prices and increased quantities of goods benefited many Europeans
- discoveries from the New World stimulated scientific thought and curiosity in Europe

Candidates might consider challenging the proposition in the question by arguing that the effects of the discovery and exploration of new lands had some negative effects. The response might consider challenging the proposition by considering that:

- the period of European global exploration sparked the beginning phases of European empire and colonialism, which would continue to develop and intensify over the course of the next several centuries
- the economy of many countries was thrown into turmoil. Gold and silver, which had been in short supply, began flooding from the New World back into Europe with the result that prices began to soar
- the resulting inflation caused considerable economic hardship and led to frequent discontent based on food and commodity shortages
- as European exploration evolved and flourished, it saw the increasing oppression of native populations and the enslavement of Africans; during this period, Europeans began to deal in African slaves and started the transatlantic slave trade.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the discovery and exploration of new lands had a largely positive effect on Europe by the end of the sixteenth century.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

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 accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</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 precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate 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 generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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.

To what extent was the Council of Trent the major factor in the revival of the Catholic Church in Europe in the sixteenth century?

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 Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century. 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 extent to which the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century. In order to reach a substantiated judgement about this issue,

Candidates may argue that the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century. The response might support this proposition by considering issues such as:

- it reasserted papal authority and saw a recovery from the Renaissance Popes.
- its impact on doctrine which biblical humanists and Protestant evangelicals had challenged.
- its emphasis on the pastoral role of bishops and authority of the clergy which countered Protestant claims.
- It promoted seminaries and a better educated clergy, which were all responses to Protestantism.
- the drive to eliminate clerical abuses and suggest that until Trent little had been achieved.

Candidates might consider challenging the proposition in the question by arguing that the revival of the Catholic church in this period was mainly influenced by other factors. The response might consider alternate factors such as:

- it might be argued that Trent was not the major factor as some secular rulers would not implement the decrees.
- whether the proposed reforms were effective as they needed both time and money.
- some contentious issues were not resolved by Trent, such as the Breviary, Missal and Catechisms.
- it could be argued that Papal leadership was more important.
- the importance of New Orders, particularly the Jesuits.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Council of Trent was the major factor in the revival of the Catholic Church in Europe in the sixteenth century.

ASSESSMENT GRID FOR QUESTION 3

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 consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</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 precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<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 valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure 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 some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		