



GCE MARK SCHEME

SUMMER 2017

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 2017 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 focused 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 growth of exploration and discovery the most significant influence on the development of Europe from 1500-1540?**

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 growth of exploration and discovery was the most significant influence on the development of Europe from 1500-1540. 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 growth of exploration and discovery was the most significant influence on the development of Europe from 1500-1540. In order to reach a substantiated judgement about this proposition, candidates may argue the growth of exploration and discovery was a very significant influence on the development of Europe. The response might support this proposition by considering issues such as:

- the exploration and discovery of the New World made by the Portuguese and Spanish at the end of the fifteenth century impacted psychologically on the Old World of Europe
- the influence of the prestige of exploration and discovery and the resulting Franco/Spanish rivalry.
- the economic gain from the discovery of the Americas and the new spice route to the Far East.
- the opportunity for Spain and Portugal to champion the Catholic cause in these new lands and the influence this had on Europe
- it was an influence which stimulated Renaissance thought and Reformation ideas.
- it introduced new foods into European diets and brought gold and silver and the danger of inflation into Europe

Candidates might consider challenging the proposition in the question by arguing that in some respect there were other significant influences on Europe at this time which merit evaluation. The response might consider issues such as:

- the influence of the might of the Ottoman army in Eastern Europe and the Ottoman navy in the Mediterranean
- the huge influence of the High Renaissance on European culture
- the political influence of Renaissance ideas on many European monarchs and their government
- the influence of the development of Protestantism on Europe in this period
- the influence of Hapsburg/Valois rivalry and war in Italy

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the growth of exploration and discovery had the most significant influence on the development of Europe between 1500 and 1540.

## 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 influence of Renaissance culture was mainly responsible for the development of France during the reign of Francis I, 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 the extent to which Renaissance culture was responsible for the development of France during the reign of Francis I, 1515-1547. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the development of France in this period was mainly the result of the influence of Renaissance culture. In order to reach a substantiated judgement about this proposition, candidates may argue that Renaissance culture had a significant impact on the development of France. The response might support this proposition by considering issues such as:

- Renaissance culture encapsulated the idea of Renaissance Monarchy which influenced the actions of Francis I affecting the political development of France. This stimulated the movement towards Absolute Monarchy
- Renaissance culture influenced French religious policy with, to begin with, a toleration of humanism and Protestantism and the development of Huguenotism
- the embracement of Renaissance culture in the form of learning, art and architecture questioned man's place in society and France's status in Europe
- the financial impact of chateau building and the acquisition of Italian art, the foundation of significant libraries and the support given to leading artists

Candidates might consider challenging the proposition in the question by arguing that in some respects that there were other significant influences which affected the development of France in this period. The response might consider issues such as:

- Hapsburg-Valois rivalry throughout this period which influenced finance and political status
- the influence of the growth of Lutheranism in the Holy Roman Empire and its impact on neighboring countries including France
- the effectiveness of Francis I's administrative and financial policies
- the influence of an alliance with the Ottoman Empire

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the influence of Renaissance culture was mainly responsible for the development of France during 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 focused 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.*

### **How far did the German princes have the most significant impact on religious change 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 the German princes had the most significant impact on religious change 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 question.

Candidates will offer an analysis and evaluation of the extent to which the German princes had the most significant impact on religious change in Europe in the period 1500-1564. In order to reach a substantiated judgement about this issue, candidates may argue that the German princes did have a very significant impact on religious change in this period. The response might support this proposition by considering issues such as:

- Prince Frederick the Wise protected Luther after the Diet of Worms
- many princes in Germany assessed the economic benefits of support for Luther and thus helped develop support for the Protestant Reformation
- many German princes assessed the political benefits of support for the Reformation and thus helped its spread in the Holy Roman Empire
- the formation of the Schmalkaldic League of princes promoted the survival of the Protestant Reformation. Although it should be noted that not all princes converted to Protestantism and some remained Catholic.

Candidates might consider challenging the proposition in the question by arguing that there were significant other influences which impacted on religious change in Europe. The response might consider alternate factors such as:

- the condition of the Catholic Church and its financial demands on European citizens up to the decisions of the Council of Trent in 1564
- the appeal of radical preachers such as Luther, Zwingli and Calvin
- the effectiveness of the Holy Roman Emperor, Charles V, in combating the development of Protestantism
- the political, social and economic conditions in Renaissance Europe which affected debate with and acceptance of religious change
- cities and towns were anxious for more political and economic autonomy and they were more receptive to debate and change, especially in Germany, Switzerland and some parts of France
- peasant support for religious change.
- radical popes who accepted the need for reform for religious change

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the German princes had the most significant impact on religious change in Europe in the period 1500-1564.

## 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.*

### **'Spain's main challenge in the period 1516-1556 was Charles V's dual role as King of Spain and Holy Roman Emperor.' 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 Charles V's dual role as King of Spain and Holy Roman Emperor was Spain's main challenge in the period 1516-1556. 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 question.

Candidates will offer an analysis and evaluation of the extent to which Charles V's dual role as King of Spain and Holy Roman Emperor was the main challenge which faced Spain in the period 1516-1556. In order to reach a substantiated judgement about this issue, candidates may argue that in this period Charles V was considered by many as the most powerful ruler in Western Europe and for Spain the additional role he acquired in 1519 of Holy Roman Emperor was indeed a challenge. The response might support this proposition by considering issues such as:

- winning the election to become Holy Roman Emperor intensified rivalry with France
- being ruler over the Germanic states brought the challenge of Martin Luther and the establishment of Protestantism by 1555
- having to champion the Catholic cause in Europe brought war and expense for Spain
- being Holy Roman Emperor distracted him from Spanish affairs and exhausted him physically and mentally

Candidates might consider challenging the proposition in the question by arguing that in some respect there were other great challenges for Spain in the period 1516-1556 which merit evaluation. The response might consider alternate factors such as:

- Charles' defence of Christendom against the might of the Ottoman army in Eastern Europe and the navy in the Mediterranean
- his administration and finance of Spain were a challenge. Spain was a part of his dynasty which had to be persuaded to accept this Burgundian as their ruler in 1516 and they rebelled early in his reign
- Spain faced the great challenges of ably ruling and exploiting the New World
- there was the challenge of Hapsburg/Valois rivalry in Italy

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Charles V's dual role of ruling Spain and controlling the Holy Roman Empire was Spain's main challenge in the period 1516-1556.



## ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND 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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of the 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.
B6M	28	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 convincing and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
<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 set 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 clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most of the set period.
B5M	23	The response engages with the key concept and offers a debate regarding the range of issues arising from the question 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 most of the set period.
B5L	21	The response begins to show some characteristics of Band 5. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the set question covering some to most 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 be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

<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 tends to focus on using a highly structured ( <i>mechanistic/formulaic</i> ) series of developments, events and/or factors over the period rather than discussing the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - [ <i>the yes/no – for and against – essay</i> ].
B3M	13	The response tends to be in the form of a generalised, listing of developments, events and/or factors. There may be a weak focus and imbalanced judgement on the key concept in the question set [ <i>the yes (or no) imbalanced essay</i> ]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. ( <i>Use if only the provided factor is discussed in terms of the key concept with no debate</i> ).
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>
B2H	10	The response is a predominantly descriptive account of the developments, events and/or factors of the topic area. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
<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.
B1L	3	The response is very brief and/or largely irrelevant to the concept set.
	0	Use for incorrect answers.