



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 3  
BREADTH STUDY 3

REFORMATION AND DISCOVERY, c. 1492-1610

1100UC0-1

## **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 3**  
**BREADTH STUDY 3**  
**REFORMATION AND DISCOVERY, c. 1492-1610**  
**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each assess assessment objective. 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 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.*

### **How far do you agree that the spread of the Reformation by 1545 was mainly due to the influence of Luther's publications?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question - in this case that the spread of the Reformation by 1545 was mainly due to the influence of Luther's publications. They will consider a range of key concepts such as causation, consequences, 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 influence of Luther's publications on the spread of the Reformation by 1545. In order to reach a substantiated judgement about this issue, candidates may argue that Luther's publications were important to the spread of the Reformation. The response might support this proposition by considering issues such as:

- a literate urban population were attracted to his beliefs
- the September Testament, Luther's translation of the New Testament, made the Bible available in the Vernacular. This was a huge impetus to the spread of the Reformation
- by 1534 Luther had also translated the Old Testament
- he published a reformed mass in 1523 and this with his published hymns made reformed ideas popular
- he also completed the Small and Large Catechisms which influenced many

Candidates might consider challenging the proposition in the question by arguing that there were other important factors which influenced the spread of the Reformation by 1545. The response might consider issues such as:

- the influence of the printing presses in the towns and cities helped to disseminate Reformation ideas
- a literate urban population saw opportunities to religiously and politically challenge the old order
- the peasants of Germany saw the opportunity for social and economic reform
- many Princes were persuaded that conversion would bring them political and economic advantage
- the genuine belief that Protestantism, at this time, offered a more secure opportunity for salvation

Overall candidates will offer a debate and come to a substantial judgement regarding the influence of Luther's publications on the spread of the Reformation in Germany by 1545.

## 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 work of the Jesuits was the most important influence on the development of the Counter Reformation in the period 1540-1600.'** **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 important influences on the development of the Counter Reformation, 1540-1600. 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 work of the Jesuits as an influence on the development of the Counter Reformation in this period. In order to reach a substantiated judgement about this issue, candidates may argue that the Jesuits were an important influence on the development of this movement. The response might support this proposition by considering issues such as:

- the work of Jesuits was a positive reform not a reaction to the Reformation. The order went back to its roots and had perhaps a greater influence on the Counter Reformation than earlier new orders
- they were an outward looking organization and have been seen by many as the most dynamic element of the Catholic Revival as they followed in the example of their leader Ignatius Loyola
- they were active in consolidating the Catholic Church in the south of Europe
- they were active in the Protestant north
- they were the leading missionaries in South America and the Far East

Candidates might consider challenging the proposition in the question by arguing that there were other important influences on the development of the Counter Reformation in this period. The response might consider issues such as:

- the long term impact of the reforming Papacy of the 1530s, for example Pope Paul III, 1534-1549
- the power and influence of some of the Princes
- the support of Charles V and Philip II of Spain
- the revision of the Papal Inquisition in 1542 - a response to the crisis of 1541-1542
- the summoning of the Council of Trent and its early meetings
- the Index of prohibited books - 1559

Overall candidates will offer a debate and come to a substantiated judgement regarding the work of the Jesuits as an important influence on the development of the Counter Reformation, 1540-1600.

### **INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)**

*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 desire to spread Catholicism mainly responsible for exploration in the period 1492-1610?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the desire to spread Catholicism was mainly responsible for exploration in the period 1492-1610. 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 desire to spread Catholicism as being mainly responsible for exploration in the period, 1492-1610. In order to reach a substantial judgement about the issue, candidates may argue that there was considerable stimulus caused by the desire to spread Catholicism. The response might support this proposition by considering issues such as:

- the religious stimulus which came from the threat from the Muslim Ottoman Empire
- the desire to convert other peoples to the Catholic Church because of the threat from the Protestant Reformation
- the support and encouragement from the Papacy for exploration and conversion to Catholicism
- the support and funding from the most Catholic monarchs in the Iberian peninsula, Henry the Navigator of Portugal, Ferdinand and Isabella, Charles V and Philip II of Spain

Candidates might consider challenging the proposition in the question by arguing that there were other important motives which stimulated exploration. The response might consider issues such as:

- economic stimulus - the European search for spices, gold, slaves and land to exploit
- the development of the caravel, carracks and navigational instruments such as the magnetic compass, the astrolabe for measuring latitude and the development of accurate sand glasses
- the development of more accurate maps increased the confidence of the explorers
- the influence of Renaissance education - European man becoming more outward looking
- the social opportunity that the New World provided for Iberian gentry to progress and increase their status

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the desire to spread Catholicism was mainly responsible for exploration in the period 1492-1610.

## ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 3

### 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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole or nearly all of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a convincing substantiated judgement covering nearly all 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 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 covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on 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 generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept 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 discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will 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 features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. 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.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative 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 associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers