



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY1
PERIOD STUDY 5

ASPECTS OF THE HISTORY OF EUROPE
c.1515-1621

1231/05

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Part (a)

Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-3 marks	1-5 marks	8
Level 2	4-6 marks	6-10 marks	16
Level 3	7-8 marks	11-16 marks	24

Marking guidance for examiners

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-2 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p>Mid Level 1: 3-5 marks <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p>High Level 1: 6-8 marks <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 9-10 marks <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 11-13 marks <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p>High Level 2: 14-16 marks <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 17-18 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 19-21 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 22-24 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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INDICATIVE CONTENT FOR QUESTION 1(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why the Ottoman Sultans were powerful.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Ottoman Sultans were powerful. Some of the issues to consider may include:

- the Ottoman Sultans were chosen, not hereditary, heads of an empire with superior strength
- Sultans were obliged to promote the acquisition of new territory and this demanded superior strength
- the structure of the empire meant that the Sultan could command complete loyalty from their army and navy
- the Sultans could draw on the great wealth of their empire to wage campaigns against Eastern Europe and Mediterranean ports and islands
- Suleiman in particular appeared a superior sultan and Europe rewarded him the added title of “the Magnificent”
- the Sultan could draw on the services of a standing army rather than the mercenaries that Western Europe was able to employ

INDICATIVE CONTENT FOR QUESTION 2(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why many German princes converted to Lutheranism.

Candidates are expected to show understanding of the inter-relationship of the reasons why many German princes converted to Lutheranism. Some of the issues to consider may include:

- there was economic advantage for a prince to convert. Tithes no longer had to be paid to the Church
- there was political advantage to a prince's conversion. If a prince converted his subjects were expected to follow his lead. A prince then had the opportunity of freedom from control by a foreign power.
- some princes were attracted to Luther's ideas and had genuine religious conversions, some on their death bed

INDICATIVE CONTENT FOR QUESTION 3(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there were financial problems in the reign of Francis I

Candidates are expected to show understanding of the inter-relationship of the reasons why there were financial problems in the reign of Francis I. Some of the issues to consider may include:

- Francis spent lavishly on his attempt to be judged as the most successful Renaissance monarch
- he built new chateaux, a lavish library at Fontainebleau and entertained artists
- he threw money at the Hapsburg/Valois conflict particularly in the area of Italy
- he spent lavishly entertaining Henry VIII at the Field of Cloth of Gold
- these problems were attempted to be solved by inadequate reform of the royal treasury,

INDICATIVE CONTENT FOR QUESTION 4(a)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

Explain why there was rivalry with France during the reign of Charles V.

Candidates are expected to show understanding of the inter-relationship of the reasons why there was rivalry with France during the reign of Charles V. Some of the issues to consider may include:

- by his extensive inheritance Charles V was the most powerful leader of Western Europe. This was resented by France as Francis I saw this as a challenge to his role as a Renaissance prince.
- in 1519 Charles V was elected Holy Roman Emperor in an election where Francis I was a candidate. This increased rivalry between the houses of Hapsburg and Valois because France now perceived herself to be encircled by the power of Charles V and also it was a humiliation for the king of France
- there was rivalry over the Duchy of Milan in Italy which became a lengthy battleground for the Hapsburgs and Valois houses.

Part (b)

Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1-4 marks	1-8 marks	12
Level 2	5-8 marks	9-16 marks	24
Level 3	9-12 marks	17-24 marks	36

Marking guidance

Deciding on the mark point within a level

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

Quality of written communication

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.

ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p>Low Level 1: 1-4 marks <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p>Mid Level 1: 5-8 marks <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p>High Level 1: 9-12 marks <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p>Low Level 2: 13-16 marks <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p>Mid Level 2: 17-20 marks <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p>High Level 2: 21-24 marks <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p>Low Level 3: 25-28 marks <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p>Mid Level 3: 29-32 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p>High Level 3: 33-36 marks <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

INDICATIVE CONTENT FOR QUESTION 1(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

How far was French reaction to the Ottoman threat the most significant development in the relationship between Europe and the Ottoman Empire, 1520-1571?

Candidates are expected to reach a substantiated and supported judgement about whether French reaction to the Ottomans can be considered the most significant development in the relationship between Europe and the Ottoman Empire, 1520-1571.

The significance of the French reaction to the Ottoman threat should be analysed and evaluated in relation to issues such as:

- the Hapsburg/Valois rivalry
- the Capitulation Treaty with its secret clauses
- the battle with the Ottoman navy in the Mediterranean
- the movement into Eastern Europe by Suleiman's armies

The significance of France's reaction to the Ottoman threat should be evaluated against other factors that were significant in Europe's relationship with the Turks. Some of the issues to discuss may include:

- the disunity of Europe until the Holy Alliance of 1571
- the 'raison d'etre' for the Ottoman Empire was the existence of summer military campaigns. It was what they did. They appeared formidable and Europe merely defend until Lepanto.
- the threat to Hungary and Vienna
- the great wealth of the Empire sustained conquest. Europe feared control of the Mediterranean Sea.

INDICATIVE CONTENT FOR QUESTION 2(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Imperial reaction to Luther mainly responsible for the development of the German Reformation, 1517-1555?

Candidates are expected to reach a substantiated and supported judgement about whether Imperial reaction to Luther was mainly responsible for the development of the German Reformation, 1517-1555.

The influence of Imperial reaction to Luther as a factor in the development of the German Reformation should be analysed and evaluated in relation to issues such as:

- Charles V was young and inexperienced
- he misjudged Luther's stance at Worms in 1521. He allowed him to escape punishment
- he was constantly distracted by foreign affairs and was not able to devote the time and energy needed to deal with Luther
- after the setting up of the princely league he faced war with many princes
- he was unable to persuade the Papacy to work with him to deal with the challenge Luther presented
- **If candidates refer to Imperial Cities in their responses, this can be credited.**

The influence of Imperial reaction should be evaluated against other factors that influenced the development of the German Reformation in this period. Some of the issues to discuss may include:

- support from the peasants, cities and princes
- the uncoordinated response to opposition from the papacy
- economic, social and political grievances of Germans
- the rapid dissemination of Lutheranism aided by the use of the printing press
- the role of key individuals

INDICATIVE CONTENT FOR QUESTION 3(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent was Francis I's response to religious change the most significant development in France in the period 1515-1547?

Candidates are expected to reach a substantiated and supported judgement about the extent to which Francis I's response to religious change was the most significant development in France in the period 1515-1547.

The significance of Francis I's response to religious change should be analysed and evaluated in relation to issues such as:

- Francis I and the Concordat of Bologna, 1516
- French Humanism-Circle of Meaux
- conflict with Sorbonne
- the day of Placards, 1534
- Religious repression-Edict of Fontainebleau

The significance of Francis I's response to religious change should be evaluated against other developments in France in the period 1515-1547. Some of the issues to discuss may include:

- the rivalry with the Hapsburgs
- social and cultural issues
- problems were caused by the nature of Francis I's government
- the growing power of acting as a Renaissance prince added to his pressures
- problems with finance

INDICATIVE CONTENT FOR QUESTION 4(b)

NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.

To what extent did finance have the most significant impact on Spain in the period 1516-1556?

Candidates are expected to reach a substantiated and supported judgement about whether finance had the most significant impact on Spain in the period 1516-1556.

The significance of finance should be analysed and evaluated in relation to issues such as:

- his financing of expenses wars with France in Italy
- his finance of defending Europe against the Ottoman Turk on land and at sea
- the cost in time, energy and money for Spain of his role as Holy Roman Emperor
- his finance of the New World and his appearance of wealth from it
- the poor economic revenue of Spain and Charles' over reliance on the Castilian Cortes

The significance of finance should also be evaluated against other factors which had an impact on Spain during the reign of Charles V. Some of the issues to discuss may include:

- Hapsburg/Valois rivalry
- colonial efficiency and exploitation
- political and social problems in Spain
- defence of Christendom
- governorship of the Low Countries
- Renaissance culture