GCE AS MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 1
PERIOD STUDY 5

POLITICAL AND RELIGIOUS CHANGE IN EUROPE
C. 1500–1598

2100UE0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Marking guidance for examiners

Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that 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 listed. Assessors must credit any further admissible evidence offered by candidates.

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.

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AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Section A

0 1 **How effectively did Philip II deal with the challenges he faced in ruling Spain between 1556 and 1588?**

Candidates will offer a supported appraisal of Philp II's rule of Spain, measuring the strengths and limitations of his handling of the domestic challenges he faced – in the context of the period specified and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest Philip dealt effectively with the challenges he faced in ruling Spain during the period may include the following.

- Philip's sound political control of Spain, which was stronger than his father Charles I had achieved, was established from the new capital at Madrid.
- His following of the religious changes of the Council of Trent, which meant that he was able to maintain religious uniformity in Spain.
- His dealing with foreign policy threats from France with success in the Italian Wars, and ending the Ottoman threat in the Mediterranean at Lepanto.
- Philip's successful exploitation of the gold and silver resources of the New World.

Arguments that suggest Philip did not deal effectively with the challenges he faced in ruling Spain during the period may include the following.

- Philip's failure to win his wars against the Netherlands and England as his military commitments grew beyond his finances to pay for them.
- Rising prices undermined any attempts to solve Spain's financial difficulties.
- Philip was dogged by debt and bankruptcy, and the last decade of his rule saw a period of sustained economic decline.

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0 2 **How effectively did Francis I (1515–1547) deal with internal and external problems?**

Candidates will offer a supported appraisal of Francis I, measuring the strengths and limitations of his handling of the internal and external problems he faced –perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Francis dealt effectively with the internal and external problems he faced may include the following.

- Francis's financial and economic changes, which meant that he was able to finance decades of war.
- His establishment of a more absolute monarchy by centralising the government of France.
- His support for the Renaissance and his promotion of the French language, both of which had a long-lasting impact on French culture.
- during his reign, religious conflict did not come to divide France as it had done so in Germany during the same period.

Arguments that suggest that Francis did not deal effectively with the internal and external problems he faced may include the following.

- Francis was, at best, only ever able to distract the Habsburgs from their own problems rather than decisively defeat them.
- While he gained money by selling offices to the nobility to finance war, this action also increased the influence of the nobility relative to the monarchy.
- Francis's son Henry inherited crippling debts.

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Section B

0 3 **"Use of the printing press had the most significant impact on religious change in Europe between 1500 and 1564." Discuss.**

Candidates will offer a supported analysis of the printing press , measuring the impact of its use – in relation to other relevant issues – on facilitating religious change in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that use of the printing press had the most significant impact on religious change in Europe during the period may include the following.

- The spread of Humanist ideas, which was facilitated by the printing press, as their works, notable those of Erasmus, were widely read in several languages.
- The printed versions of Greek and Hebrew texts of the Bible, which led to the questioning of the official Church version of Scripture.
- Works of reforming writers such as Luther, Zwingli and Calvin, which were widely distributed.
- The fact that the Papacy produced the Index of Prohibited books and used it as a weapon for the Catholic Church to limit the spread of printed texts implies that the widespread availability of written works that challenged orthodoxy was problematic for the Church.

Arguments that suggest that use of the printing press did not have the most significant impact on religious change in Europe during the period may include the following.

- The influence of the Renaissance encouraged scholars to question orthodoxy.
- The work of reformers like Luther and Calvin was more significant than the mere dissemination of that work, alongside their emphasis on preaching, all of which challenged the ideas and status of the Catholic Church.
- The corruption of the Church had led to widespread anticlericalism.
- The lack of strong central governments in some areas, but particularly in Germany, prevented political leaders from being able to effectively eradicate reform.

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0 4 **To what extent was the Catholic Church stronger in 1564 than it had been in 1500?**

Candidates will offer a supported appraisal of the strength of the Catholic Church across the specified period, measuring if that strength increased, decreased or fluctuated. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Catholic Church grew stronger during the period may include the following.

- The clarity of Catholic doctrine, which was much greater in 1564 than it was in 1500, and which made the enforcement of discipline much easier.
- New instruments, such as the Inquisition and the Index, which also enabled the Catholic authorities to be able to enforce discipline more effectively.
- Improved education, which meant that many of the abuses that had provoked anti-clericalism were addressed by 1564.
- The Jesuits, who were able to promote the Catholic cause, slowing and – arguably – turning back the progress of Protestantism.

Arguments that suggest that the Catholic Church did not grow stronger during the period may include the following.

- The Peace of Augsburg led to a permanent split in the Church of Western Europe.
- Whereas Lutheranism had been mostly contained in Germany, a new and more vibrant Protestant threat was growing from Calvinism.
- There was a lack of leadership from the Papacy throughout most of the period and this was no more evident in 1564 than it had been in 1500.

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