



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY1
PERIOD STUDY 5**

**ASPECTS OF THE HISTORY OF EUROPE,
c. 1515-1621**

1231/05

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

HISTORY
MARK SCHEME
UNIT HY1
PERIOD STUDY 5
ASPECTS OF THE HISTORY OF EUROPE, c. 1515-1621

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 Europe feared the Ottoman army.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why the Ottoman army was feared by Europe. Some of the issues to consider may include:

- Europe viewed the Ottoman army as a force to be feared because of its formidable record of success in military campaigns in the period 1520-1571.
- the Ottoman army was a standing army whose loyalty was to the Sultans unlike European armies which were raised for specific campaigns and consisted of mercenary soldiers.
- the Ottoman army contained elite troops called Janissaries' trained young men who, at the beginning of the period, were not allowed to marry which increased their loyalty and focus.
- experience in such conflicts as Rhodes and Hungary confirmed the army's effectiveness.
- fear of this force was also based on fear of an empire which was wealthy and well organised. The Ottoman Empire's wealth was able to support an army when Europe had to rely on finding finance to hire troops to prevent what was seen as a tidal wave on Eastern Europe and Mediterranean islands.
- the organised and determined attack of the Ottoman summer campaigning frightened a disunited Western Europe, in particular the Hapsburg dynasty.

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 Luther criticised the Catholic Church.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Luther criticised the Catholic Church. Some of the issues to consider may include:

- Luther criticised the Catholic Church primarily because he feared for his own salvation. He believed in Sola Fide. This meant that he believed that salvation could be achieved by faith alone and not by buying papal indulgences.
- he criticised the established church for making money from Germany. He particularly criticised John Tetzel's mission. He articulated this criticism in his Ninety Five Theses of 1517.
- Luther saw his criticism not as an attack on the Catholic Church but as his contribution to the Humanist debate for reform of the obvious corrupt practices within the Catholic Church
- as a proud German he also criticised Rome as a foreign power extracting money. He saw no mention of the need for indulgences in the scriptures. He was an evangelist.

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 Francis I reformed the government of France in the period 1515-1547.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Francis I reformed the government of France in the period 1515-1547. Some of the issues to consider may include:

- France was an area which was only just recovering from the Hundred Years War when he ascended the throne in 1515
- government in France in 1515 was disorganised and not up to raising money for his expensive ambitions in war.
- Francis I's main aim, therefore, was to centralise government to increase his control over both government and finance in France.
- he also needed to reform local administration to make it work at its best in order to more reliably raise finance to facilitate his conflict with the Hapsburgs, particularly in Italy.

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 Charles V took on the role of defending Christendom.

Candidates are required to demonstrate knowledge of historical concepts in the context of the question set.

Candidates are expected to show understanding of the inter-relationship of the reasons why Charles V took on the role of defending Christendom. Some of the issues to consider may include:

- on ascending the Spanish throne in 1516, because of his extensive Hapsburg and Burgundian inheritance, Charles V was the most powerful monarch in Western Europe. This he believed gave him the responsibility of defending the Christian World against the Muslim Turk.
- with his election to the role of Holy Roman Empire in 1519 his responsibility for defending Christendom became even greater.
- as a Hapsburg with interests as far east as Hungary and the eastern Mediterranean he had a political responsibility to defend against the Ottoman Empire.
- as leader of the greatest area since Charlemagne he saw it as his duty to lead any defence from the threat from the mighty Ottomans.
- as Holy Roman Emperor and a devout Catholic he also saw himself as the leader against the establishment of the German Reformation.
- Europe was disunited and there was little support from the Papacy, who perhaps should have considered assuming this role themselves.

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.

To what extent was European disunity mainly responsible for Ottoman expansion into Europe in the period 1520-1571?

Candidates are expected to reach a substantiated and supported judgement about whether European disunity can be considered mainly responsible for Ottoman expansion into Europe, 1520-1571.

The responsibility of European disunity as a major cause of the Ottoman Empire's expansion into Europe should be analysed and evaluated in relation to:

- the Hapsburg/Valois rivalry in Europe which was a barrier to unity against the Ottoman ambitions.
- France's secret alliance with the Turks
- the reluctance of the Papacy, for the majority of this period, to be involved in an offensive against the Ottoman military.
- the expense for Spain in acting alone against the mighty Ottomans.
- the impact of the German Reformation as a distraction from a united Catholic attack on the strength of Ottoman ambitions in Eastern Europe and the Mediterranean Sea.

The responsibility of European disunity as the main factor causing Ottoman expansion into Europe should be evaluated against other factors that were responsible for the Ottomans being able to expand into Europe in this period. Some of the issues to discuss may include:

- the leadership of the Sultans
- the superiority of the Ottoman army in campaigns in Eastern Europe
- the superiority of the Ottoman navy in the Mediterranean Sea
- the administration structure of the Empire supported expansion
- the great wealth of the Empire sustained conquest

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 economic hardship mainly responsible for the development of the German Reformation, 1517-1555?

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

The importance of economic hardship as the main factor responsible for the development of the German Reformation should be analysed and evaluated in relation to issues such as:

- economic hardship, brought about by taxation by a foreign power in Rome, was present in German states
- indulgences, particularly Tetzel's special issue in 1517, were particularly hated by many Germans particularly by the peasants for whom they gave no hope of salvation.
- this made many Germans susceptible to the complaints in Martin Luther's Ninety Five Theses.
- bad harvests and a rising population presented economic hardship for many Germans of all classes.

The responsibility of economic hardship should be evaluated against other factors that may have been responsible for 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 of opposition from the Papacy
- the dissemination of Luther's ideas using the printing press and woodcuts
- the reaction of Charles V also aided the development of the Reformation in Germany
- the role of other 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.

How far did war with the Hapsburgs have the most significant impact on France in the period 1515-1547?

Candidates are expected to reach a substantiated and supported judgement about whether war with the Hapsburgs had the most significant impact on France, 1515-1547.

The significance of the war with the Hapsburgs should be analysed and evaluated in relation to issues such as:

- the origins and course of the conflict with particular reference to Milan
- the rivalry between Francis I and Charles V which intensified after Charles was elected as Holy Roman Emperor in 1519
- the personal and financial cost of the war in Italy
- the secret alliance made by Francis with the Ottoman Turks
- the impact on France's finance caused by the protracted conflict with the Hapsburgs

The significance of war with the Hapsburgs should be evaluated against other significant influences on France in the period, 1515-1547. Some of the issues to discuss may include:

- Renaissance culture
- social and religious 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 throughout the reign of Francis I

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.

Was the conquest and settlement of the New World the most significant development for Spain in the period 1516-1556?

Candidates are expected to reach a substantiated and supported judgement about whether the conquest and settlement of the New World was the most significant development for Spain in the period, 1516-1556.

The significance of Spain's conquest and settlement of the New World should be analysed and evaluated in relation to issues such as:

- Spanish conquest and exploitation of Mexico and Peru in this period
- the status and prestige which governorship of the New World gave to Spain in Europe.
- the trade which developed based around the port of Seville
- the envy of other European powers which was engendered by Spanish settlement in the New World
- the religious kudos it produced for Spain and Charles' fervour to spread the Catholic faith to heathens in the Americas

The significance of Spain's conquest and settlement in the New World should also be evaluated against other significant developments for Spain during the reign of Charles V. Some of the issues to discuss may include:

- Hapsburg/Valois rivalry
- Charles' dual role as Holy Roman Emperor
- political and social problems in Spain
- problems with finance
- governorship of the Low Countries
- Renaissance culture