



GCE MARK SCHEME (LEGACY)

SUMMER 2016

**HISTORY - UNIT HY4
PERIOD STUDY 5**

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

1234/05

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
HY4
PERIOD STUDY 5
ASPECTS OF THE HISTORY OF EUROPE c. 1515-1621
SECTION A

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1 mark	1-3 marks	4
Level 2	2-3 marks	4-11 marks	14
Level 3	4-6 marks	12-16 marks	22
Level 4	7-10 marks	17-22 marks	32
Level 5	11-12 marks	23-28 marks	40

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 is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

Level 1

Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

Award 0 for incorrect or incomplete answers.

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	(1 mark)	(1-3 marks)
	The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.	<p>Low Level 1: 1 mark</p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p>High Level 1: 2 -3 marks</p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p>Low Level 2: 2 marks</p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p>High Level 2: 3 marks</p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p>	<p>Low Level 2: 4-7 marks</p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p>High Level 2: 8-11 marks</p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p>Low Level 3: 4 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p>Mid Level 3: 5 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p>Low Level 3: 12 marks</p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion 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. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p>Mid Level 3: 13-14 marks</p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion 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. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p>

	<p>High Level 3: 6 marks</p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p>High Level 3: 15-16 marks</p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion 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. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p>
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Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks)	(17-22 marks)
	<p>Low Level 4: 7 marks</p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p>Mid Level 4: 8 marks</p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p>Low Level 4: 17-18 marks</p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion 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. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p>Mid Level 4: 19-20 marks</p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion 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. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p>

	<p>High Level 4: 9-10 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p>High Level 4: 21-22 marks</p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion 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. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p>
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Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p>Low Level 5: 11 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p>High Level 5: 12 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p>Low Level 5: 23-25 marks</p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p>High Level 5: 26-28 marks</p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p>

INDICATIVE CONTENT FOR SECTION A QUESTION 1

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.

'Anglo–Spanish relations were Philip II’s greatest challenge.' Discuss.

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case whether Anglo - Spanish relations were Philip II's greatest challenge. 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 Anglo-Spanish relations in the context of other challenges during Philip's reign which were significant. In order to reach a substantiated judgement about Anglo–Spanish relations, candidates may consider and debate a range of issues such as:

- at the beginning of his reign Philip was married to Mary Tudor. She was Catholic and with her early death in 1558 he was faced by her half-sister's Protestant rule of England. The long standing relationship with England had been marred by Henry VIII's divorce of the Spanish princess, Catherine of Aragon, and by the break with Rome during that King's reign and by the rule of the Protestant boy king Edward VI.
- furthermore the vulnerability of the young Protestant Queen Elizabeth faced with a powerful Spain and marriage proposals from Philip II was shown in an unbalanced relationship after 1560. Elizabeth was fearful of Catholic plots to overthrow her and Spain was threatened by Elizabeth's support of the Dutch rebels. This distrust led to the Spanish Armadas of Philip II's reign.
- another challenge Philip faced was financial. He went bankrupt three times and by the end of his reign he could only borrow money at enormous rates of interest.
- Philip also had challenges with championing the Catholic Reformation and conflict with the Ottoman Empire
- dealing with revolt in the Netherlands was also significant for Philip II.
- the significance of Anglo–Spanish relations as a great challenge should not be in dispute but this should be balanced by a consideration of the other problems which Philip II faced such as finance of his empire, the challenge of revolt in the Netherlands, championship of the Catholic Reformation in Spain and conflict with the Ottoman Empire.

INDICATIVE CONTENT FOR SECTION A QUESTION 2

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 Henry IV responsible for France's recovery from the French Wars of Religion, 1593-1610?

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the main reasons for France's recovery from the French Wars of Religion. 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 Henry IV's role in France's recovery from the French Wars of Religion in the context of other factors which were important. In order to reach a substantiated judgement about whether Henry IV was mainly responsible for France's recovery from the French Wars of Religion, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics influencing recovery from the protracted French Wars of Religion
- that Henry IV's conversion to Catholicism had the appearance of religious recovery in 1594
- that the appearance of religious recovery was supported by economic reform.
- that there was also the work of an able first minister the Duc de Sully which aided recovery
- that France was able to establish some success in foreign policy which had alluded her in the long wars
- possible judgements which could be reached centre around a discussion of a strong king ascending to the throne after damaging wars, the work of an able minister, Sully, the climate of war weariness which encouraged acceptance of reform and the attempts at religious settlement between Catholics and Protestants in France.

SECTION B

Distribution of marks within each level for each question, explaining the weighting for each assessment objective.

	AO1a	AO1b	Total
Level 1	1 mark	1-3 marks	4
Level 2	2-3 marks	4-11 marks	14
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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.

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This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

ASSESSMENT GRID FOR SECTION B ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about the relationships between key features and characteristics of the period studied*

Level 1

Generally for this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

Award 0 for incorrect or incomplete answers.

Level 1	Assessment Objective 1(a)	Assessment Objective 1(b)
	(1 mark)	(1-3 marks)
	The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.	<p>Low Level 1: 1 mark</p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p>High Level 1: 2-3 marks</p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p>

Level 2

Generally for this level, candidates will show appropriate evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. There will be some attempt at an historical overview. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

Level 2	Assessment Objective 1(a)	Assessment Objective 1(b)
	(2-3 marks)	(4-11 marks)
	<p>Low Level 2: 2 marks</p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</p> <p>High Level 2: 3 marks</p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with some appropriate vocabulary, spelling, punctuation and grammar.</p>	<p>Low Level 2: 4-7 marks</p> <p>The answer will begin to show some evidence of limited analysis and explanation of factors. It will offer some judgement about the relationships between the key issues and features of some of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; the answer may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p>High Level 2: 8-11 marks</p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key features and characteristics of some of the historical period. There will be some attempt at an historical overview. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p>

Level 3

Generally at this level, candidates will show appropriate evidence of understanding through analysis and explanation. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change and continuity over time. They will reach a judgement about the key concepts supported by the arguments they deploy. They will reach a judgement about the relationships between the key features and characteristics of the period studied. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

Level 3	Assessment Objective 1(a)	Assessment Objective 1(b)
	(4-6 marks)	(12-16 marks)
	<p>Low Level 3: 4 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p>	<p>Low Level 3: 12 marks</p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion, covering some or most of 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. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p>
	<p>Mid Level 3: 5 marks</p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p>	<p>Mid Level 3: 13-14 marks</p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion and judgement, covering some or most of 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. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p>

	<p>High Level 3: 6 marks</p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p>	<p>High Level 3: 15-16 marks</p> <p>The answer is focussed on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion covering some or most of 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. There will be a clear attempt at an historical overview. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set.</p>
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Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the relationships between the key features and characteristics of the period studied. There will be a mostly sustained attempt at an historical overview. There will be a mostly sustained focus to make historical connections and show an appreciation of the complexities of change and continuity, drawing together developments from across the period study and from across a range of different perspectives. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 4	Assessment Objective 1(a)	Assessment Objective 1(b)
	(7-10 marks) Low Level 4: 7 marks The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.	(17-22 marks) Low Level 4: 17-18 marks The answer has a clear focus on the key concept in the question set, drawing together some developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion covering most of 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. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response.
	Mid Level 4: 8 marks The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.	Mid Level 4: 19-20 marks The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of 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. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.

	<p>High Level 4: 9-10 marks</p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p>	<p>High Level 4: 21-22 marks</p> <p>These responses will reach a mostly substantiated, supported and sustained judgement regarding the key concepts. The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of 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. The answer will include specific supporting arguments to reach a mostly substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p>
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Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the relationships between the key features and characteristics of the period studied. Candidates will use an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate. There will be a fully sustained focus on providing an historical overview, to make historical connections and show an appreciation of the complexities of change and continuity throughout the full period set. Candidates will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and lucidly using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

Level 5	Assessment Objective 1(a)	Assessment Objective 1(b)
	(11-12 marks)	(23-28 marks)
	<p>Low Level 5: 11 marks The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p>High Level 5: 12 marks The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p>	<p>Low Level 5: 23-25 marks The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts, such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts to reach a substantiated and sustained judgement covering most of the period set.</p> <p>High Level 5: 26-28 marks The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts within the period set to reach a highly substantiated and sustained judgement. The response offers a meaningful discussion of the key issue in the question and comes to a balanced judgement that is sustained and integrated; fully focussed on the key issue in the question and covering the full period set.</p>

INDICATIVE CONTENT FOR SECTION B QUESTION 1

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.

“The impact of the Protestant Reformation was the most significant problem faced by Europe in the period 1515–1621.” Discuss.

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case, the most significant problems faced by Europe in the period 1515-1621. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgement, candidates should discuss and debate the extent to which there was continuity as well as change during and over this period.

Candidates will analyse and evaluate the nature of the problems faced by Europe in this period. In order to reach a substantiated judgement about whether the impact of the Protestant Reformation was the most significant problem, candidates may consider and debate issues such as:

- the impact made by the Protestant Reformation throughout and across the whole period
- the balance of the Catholic Reformation throughout and across the whole period
- the impact made by political change, in balances of power, threats from the East and development of the New World
- the balance between religious and political influences on Europe
- the attitude of those in authority varied across the period
- the relative significance of the Protestant Reformation and the Catholic Reformation in Europe
- the relative significance of Renaissance Monarchy, Imperial power and the threat of the Ottoman Empire on sixteenth century Europe

INDICATIVE CONTENT FOR SECTION B QUESTION 2

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.

'The consequences of Charles V's inheritance had the most significant influence on Spain's relationship with Europe in the period 1515–1621'.

How far do you agree with this judgement on Spain and Europe in the period 1515–1621?

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case the influences on Spain's relationship with Europe 1515–1621. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgment, candidates should discuss and debate the extent to which there was continuity as well as change during and over this period.

Candidates will analyse and evaluate the influence on Spain's relationship with Europe 1515-1621. In order to reach a substantiated judgement about the consequences of Charles V's inheritance, candidates may consider issues such as:

- the impact made by the extent of Charles V's large inheritance across the whole period. That he was the head of the powerful Hapsburg House which brought him and his successors into conflict with the French Houses of Valois and Bourbon
- his Burgundian assets which brought him and his successors Philip II and III into conflict in the Low Countries
- Spain's enhanced power and influence as a result of becoming the most powerful man in western Europe and his adoption of the mantle of the secular Defender of Christendom against the Ottoman Turks which also had an impact in Spain's relationship with Europe in the reign of his son Philip II
- the balance between the influence of Charles V, Philip II and Philip III on Spain's relationship with Europe as a result of the power which Charles' large monarchia brought Spain
- the attitude of those in authority varied across the period
- the relative importance of Charles V's dual role as Holy Roman Emperor, Philip II's conflict with the Netherlands and England and the annexation of Portugal. Philip III's lack of interest in government and its impact on his relationship with Europe needs also to be considered
- the relative importance of Spanish wealth and power including the status of the New World, support for Renaissance culture
- the extent to which the factors were significant over the period needs to be judged and balanced to reach a substantiated judgement on the impact of Spain's large monarchia which came about because of Charles V's large inheritance on her relationship with Europe throughout the period 1515–1621.