



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3  
BREADTH STUDY 3

REFORMATION AND DISCOVERY, c. 1492-1610

1100UC0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

**The structure of the mark scheme**

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1..
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

**Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **To what extent did the motives for exploration and discovery change in the period 1492-1532?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the motives for exploration and discovery changed in the period 1492-1532. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the motives for exploration and discovery from 1492 to 1532. In order to reach a substantiated judgement about this issue, candidates may argue that there was considerable change in both individual and national motivations behind the voyages of exploration and discovery in the period from Columbus' voyage in 1492 to the Americas and Pizarro's conquest of Peru by the early 1530s.

- Columbus' voyages were for the discovery of a new route to the Spice Islands of Asia and for his own personal status.
- Isabella supported Columbus for the acquisition of territory and improved status for herself and Spain as well as the discovery for a new Spice Route to circumvent the blockage of the previous European route by the Ottoman Turks
- The united kingdom of Castile and Aragon was also motivated in the earlier period by the desire for the similar prestige that Portugal had achieved with discovery and exploration in the 1480s
- Charles I of Spain's support for Cortes' voyage to Mexico and his attack and defeat of the Aztecs was motivated by the new desire for new Catholic converts and exploitation of lands which promised territorial gains and economic wealth. Cortes was given the title of Governor of New Spain's in 1522 so prestige and social status was also a motivational force for the conquistadores
- Charles I's support for Pizarro's voyage to Peru and his defeat of the Incas was motivated by Spain's success against the Aztec Empire
- The motivation of the Catholic Church to support exploration and discovery was to spread Catholicism at a time when the Reformation was gripping the Holy Roman Empire
- The impetus for Spanish advancement into the Americas was provided by the new demand for gold and silver

Candidates might consider challenging the proposition in the question by arguing that there were some motives which were constant in this period. The response might consider issues such as:

- The quest to discover a new route to the Spice Islands was a continuing motive as Europe continued to be dependant on the Spice Trade. Portuguese establishment of ports in Africa and even the discovery of Brazil continued to be motivated by a desire to control and profit from the Spice Trade

- Ferdinand and Isabella and their grandson Charles I of Spain were determined that their states should not miss out on the earlier discoveries of their Iberian neighbour, Portugal. This motive remained constant throughout the period.
- Internal wars and battle against the Moors had occupied Spain for most of the fifteenth century and with unification of Castile and Aragon and the expulsion of the Moors from Granada in 1492 this had led to an aggressive militarism amongst the Castilian nobility. The discovery and exploration of the New World allowed for a safety valve for ambitious young Spanish gentry. Their energies were directed there and this was a continuing motivation for both the Crown and the gentry of Spain. The Conquistadores were always motivated by the prospect of fame, status and wealth.
- The impact of the Papacy and the Catholic Church's intention to root out heresy and convert heathens was a constant factor which motivated the Catholic Spanish monarchs in this period. Ships carried priests on voyages to the new territories to convert the heathen indigenous population.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent of change in the motives for exploration and discovery from Columbus' first voyage in 1492 to the conquest of Peru in 1532.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **'The impact of discovery and exploration was largely positive in the period 1520-1556.' Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent of the positivity of the impact of discovery and exploration of new lands in the period 1520 to 1556. 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 whether the impact of discovery and exploration of new lands was largely positive in the period 1520 to 1556. In order to reach a substantiated judgement about this issue, candidates may argue the impact of these developments was largely positive. The response may support this proposition by considering issues such as:

- Ship building, textiles and the administration of the new lands flourished
- Profits from silver and gold very quickly built up an impressive colonial structure
- The empires of Spain and Portugal brought new and exotic goods to Europe although they were slow to be assimilated into European diets and were only for the very rich.
- Seville and other Iberian cities flourished and Spanish gentry found an outlet for their talents in the newly discovered lands
- Europeans gained a new self- confidence. They no longer regarded themselves as a back-water area
- Accepted European views on history, geography and theology were challenged. This further stimulated Renaissance thought and the search for advancement.

Candidates might consider challenging the proposition in the question by arguing that there were considerable negative impacts from the discovery and exploration of the new lands. This part of the debate may well focus mainly on the negative impact on indigenous peoples. The response might consider issues such as:-

- Spain rose to a position of pre-eminence in Europe- this led to jealousy and challenge from other European countries for example, France
- Influx of Spanish silver and gold encouraged Spain to borrow beyond her means
- The indigenous peoples were often badly treated and susceptible to new diseases
- Conquered peoples had to accept exploited labour and a new imposed religion
- This was the beginning of Europeans imposing their culture, religion, language and government on large parts of the world.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the impact of discovery and exploration was largely positive in the period 1520-1556.

### INDICATIVE CONTENT FOR QUESTION 3

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How far do you agree that the publication of Martin Luther's Ninety Five Theses was the major turning point in religion in the period 1500-1600?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the publication of Luther's Ninety Five Theses was the major turning point in religion in the period 1500-1600. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of Martin Luther's Ninety Five Theses as the major turning point in religion in the sixteenth century. In order to reach a substantiated judgement about this issue, candidates may argue that there can be considerable agreement that Luther's Ninety Five Theses was the major turning point in religion in this period. The response might support this proposition by considering issues such as:

- The publication of Luther's Theses was a challenge which the Catholic Church found difficult to meet and it could be argued it heralded the start of diffidence to the established Catholic Church in Europe
- Luther struck a chord with many who felt indulgence selling was unfair and that his arguments were valid, recognised and supported
- Luther's Theses of 1517 with its attacks on the Papacy were an outspoken challenge to a Church which had already in the new century been attacked by Christian Humanists such as Erasmus. The difference here was that Luther's criticism of the Church was a direct challenge to the Catholic Church. Religious tracts were targeted at various sectors of society which caused them to convert
- Luther's Ninety Five theses fell on receptive ears in a Germany which in 1517 was politically, economically and socially ready for change and this made it susceptible to religious change at this period of time
- Luther's criticisms attracted the support of many cities, peasants and princes and this caused major change in some areas of Germany

Candidates might consider challenging the proposition in the question by arguing that there were other turning points which impacted more on religion in Europe in the sixteenth century. The response might consider issues such as:

- The Renaissance heralded in a climate for change and challenge of medieval thought. This major turning point in human development had a profound effect on religious change in this period
- Of greater significance as a turning point for religion was Luther's stance and challenge at the Diet of Worms in 1521 when he was brought before the Empire and Church and he refused to recant his books and teachings.

- Support from the Princes of Germany against the emperor and the Church was instrumental in bringing about sustained religious change
- The establishment of second generation reformers, Zwingli and Calvin, could be considered as turning points in sustaining the Protestant Reformation in Europe and contributed to religious change
- The Catholic Church itself responded to criticism and brought about reform and religious change within the established Church. This was a huge turning point in the late sixteenth century.

Overall candidates will offer a debate and come to a substantiated judgement regarding how far it is possible to agree to whether the publication of Martin Luther's Ninety Five Theses was the major turning point in religion in the period 1500-1600.



## GENERIC MARK SCHEME UNIT 3

### THIS CAN BE USED WITH ALL QUESTIONS

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer.

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response attempts to cover most of the set period and debates discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers