

## APPROACHING THE TEACHING OF UNIT 1

- » Unit 1 has several very important characteristics:
  - it covers a lengthy period of History as it fulfils the national criteria that History has to be studied in breadth at both AS and A level
  - it focuses entirely on assessing understanding of key historical concepts as laid down in Assessment Objective 1
  - its focus is on skills rather than on content and facts
- » It is stressed that all the content in each option has to be taught, although it is equally stressed that the content does not have to be taught in depth.

### ADVICE ON APPROACHING THE CONTENT OF UNIT 1 PERIOD STUDY 5

**In order to manage the content of Period Study 5** it is recommended that teachers look to use a general overview of important individuals, events, terms, and dates that are essential to understanding each topic or issue. It is vital to stress that the Period Study should be looked at as a whole and where appropriate, links and connections should be made between and across features and characteristics.

One possible way of managing the content of this option is to approach each main topic through discussion. Beginning and ending the study of each topic or issue with discussions or debates helps to focus attention on significant features associated with the topic or issue. This should help learners focus their attention on what matters most in the period studied.

Teachers should make use of the range of suggested discussions as a means of organising their approach to the content of the specification but should not assume or expect that examination questions will be set directly or solely based on any of the discussions suggested below.

**The content of Period Study 5 can be managed by engaging in a series of discussions or debates.** Suggestions include:

- Identify the main influences on Europe in the early sixteenth century
- Discuss the reasons for the outbreak and spread of the German Reformation
- Discuss the ways in which the Catholic Church responded to religious pressure
- Debate the impact that exploration and discovery had on life in Europe in this period
- Evaluate the extent of the threat of the Ottoman Empire to Europe in the sixteenth century
- Evaluate the effectiveness of the domestic policies of Francis I of France
- Analyse the main challenges facing Charles V to 1555
- Evaluate the success of Philip II in domestic and foreign affairs
- Discuss how different Europe was politically and religiously by 1598

## ACTIVITY 1: USING ILLUSTRATIONS TO DISCUSS CONCEPTS

### ADVICE ON THE USE OF THIS ACTIVITY

In order to introduce and debate some of the suggested discussions in this option it is possible to use illustrations to introduce or develop understanding of some of the issues. Most of the specified content covered in this option can be introduced, developed, debated or reviewed using illustrations. These can be cartoons, paintings, prints or maps. Below is an example which focuses on the concept of **causation**.

The woodcut below is a contemporary image showing the selling of indulgences. Use the woodcut to begin a discussion of the reasons for Martin Luther's attack on the Catholic Church.



Selling of indulgences

Art Collection 3 / Alamy Stock Photo

## ACTIVITY 2: RAG-rate the key features and characteristics

### ADVICE ON THE USE OF THIS ACTIVITY

For each of the suggested discussions given above, learners should be able to analyse and evaluate a range of features and characteristics associated with each one. For example, these can be considered for their importance or significance in each issue. To start this process, learners could use three coloured highlighters to put a Red, Amber or Green star next to each feature.

Red: Features that have little relevance to the enquiry

Amber: Features that have some relevance to the enquiry

Green: Features which are directly relevant to the enquiry.

**Related activities** would be to use coloured highlighters to identify these features and characteristics in relation to:

**Time** – are they long term or short term factors?

**Perspective** – are they political, economic, social, individual factors or a combination of these?

Here is an example of a suggested discussion:

### Discuss the reasons for the outbreak of the German Reformation

Rag-rate the following features and characteristics associated with this question:

- Corruption of the Catholic Church
- Political and economic grievances resulting from control by a foreign power
- Economic and social grievances of the peasants
- Influence of the Renaissance
- The influence of the printing press and Luther's critical tracts
- The effect of Tetzl and the Indulgence Controversy
- The slow and ineffectual response of the Papacy
- The failure of Charles V to control Luther after his showing at the Diet of Worms

- The support of the Princes
- The growth of towns and cities with a literate population
- Growth of the middle classes
- The growth of towns and cities.

Now repeat the activity for any three of the other suggested discussions on page 2.

## ACTIVITY 3: MOVING FROM ASSERTION TO ARGUMENT

### ADVICE ON THE USE OF THIS ACTIVITY

**Activity 2 can be followed up by one which asks the learners to justify their RAG-rating decisions. This will help in understanding the difference between assertion and argument.**

**Assertion:** a statement or an opinion which is not supported by a reason or further detail.

**Argument:** an assertion justified with a reason or further detail which explains or justifies something and counters other arguments.

**In order to help move from assertion to argument,** read the example question below and then add support to each of the assertions to turn it into an argument.

**How far do you agree that the influence of Renaissance culture was mainly responsible for the development of France during the reign of Francis I 1515-1547?**

A1: Renaissance culture played an important role in the development of France in the reign of Francis I 1515-1547.

**Provide support for this assertion**

A2: Another issue to consider is that Hapsburg Valois rivalry played an important role in the development of France during this period.

**Provide support for this assertion**

A3: It can be argued that the real responsibility for the development of France during the reign of Francis I were economic and financial changes.

**Provide support for this assertion**

## ACTIVITY 4: DEVELOPING A REASONED ARGUMENT

### ADVICE ON THE USE OF THIS ACTIVITY

In considering the key historical concepts which underpin this option, it is expected that learners will demonstrate the ability to analyse the issues, evaluate their importance and be able to provide a substantiated judgement supported by appropriate information over the period set. This can often be done in conjunction with the suggested discussions approach as seen on page 2 of this document. Each of the examples of the suggested discussions identified can be used to address specific historical concepts and also to assist learners to develop a reasoned argument.

Here are some examples of how teachers and learners can approach the development of a reasoned argument in answer to a set question:

#### Key features:

Discovery and exploration by European powers up to the 1550s

The outbreak and spread of the Reformation

The Ottoman threat in the early sixteenth century

The influence of Renaissance culture

#### Evidence to support the proposition:

The extent of the influence of the economic aspects of discovery and exploration

The extent of the influence of the social, and cultural aspects of discovery and exploration.

The extent of the influence of the prestige and power gained by discovery and exploration.



To what extent did the growth of exploration and discovery have the greatest influence on the development of Europe from 1500-1555?

#### Period coverage:

The explorations and discoveries made by Portugal and Spain by 1555

The influence of the High Renaissance and the Ottoman threat up to 1555

Developments in religion 1500-1555

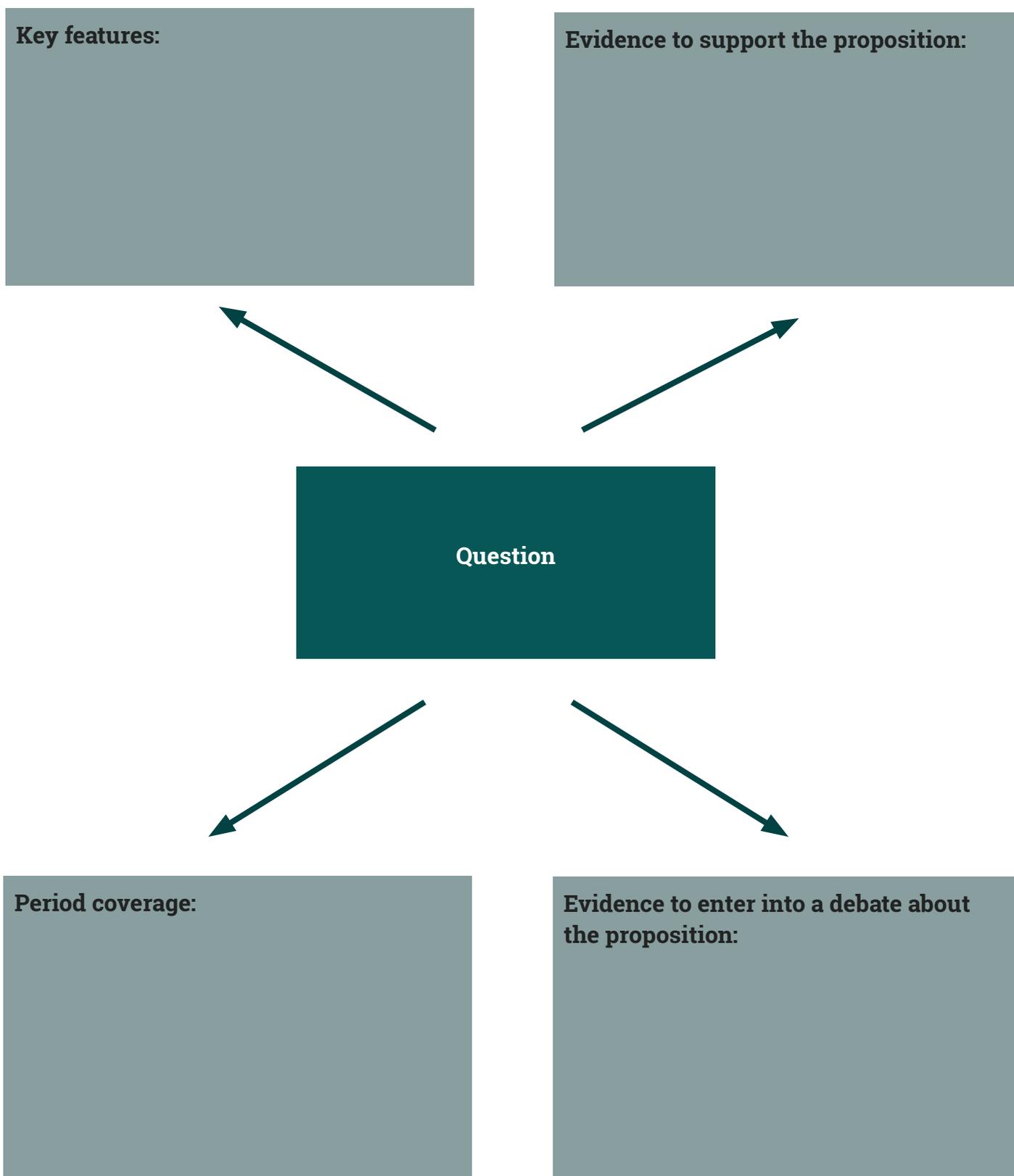
#### Evidence to enter into a debate about the proposition including an evaluation of the significance of:

The development of the Reformation up to 1555

The significance of the Ottoman threat

The influence of Hapsburg Valois rivalry .

Using the example above, **complete the diagram that follows** for two more questions that have appeared on past examination papers for this option.



**ACTIVITY 5: LINKING CONTENT WITH KEY CONCEPTS**

**ADVICE ON THE USE OF THIS ACTIVITY**

Assessment Objective 1 outlines a number of concepts which underpin the study of History at AS and A Level. When responding to their assignments, learners often fail to focus on the key concepts in their responses, instead deploying information in a narrative or listing style.

It is important that learners understand that the content in Period Study 5 is linked with the key historical concepts which underpin AO1. These key concepts are shown below with examples of how the content of this option can be utilised to illustrate these particular concepts.

Look at the specification that you are studying for Period Study 5. **Identify two more features of the content of the specification that can illustrate each key concept.**

Remember that the specified content can be used to illustrate more than one concept if appropriate.

| Key concepts                       | Examples of content to illustrate these concepts |  |
|------------------------------------|--|--|
| <b>Cause and consequence</b>       | 1  | The <b>main reasons</b> for the dissemination of Lutheranism after 1530                        |
|                                    | 2  |  |
|                                    | 3  |  |
| <b>Change and continuity</b>       | 1  | The <b>changing</b> nature of the Ottoman threat to Europe                                     |
|                                    | 2  |  |
|                                    | 3  |  |
| <b>Similarity and difference</b>   | 1  | A <b>comparison</b> of the main challenges facing Spain during the period 1500-1598            |
|                                    | 2  |  |
|                                    | 3  |  |
| <b>Significance and importance</b> | 1  | The <b>importance of</b> Francis I's religious policies in the development of France 1516-1547 |
|                                    | 2  |  |
|                                    | 3  |  |

## ACTIVITY 6: SPOTTING HISTORICAL CONCEPTS

### ADVICE ON THE USE OF THIS ACTIVITY

All the questions set for Unit 1 will expect you to engage with a debate over an historical concept. To do this effectively you should become skilled at spotting the concept and the evaluation that the question requires.

Can you identify the key concept from the sample questions below? This first one is completed and identified in **bold**.

- To what extent was Martin Luther **mainly responsible** for religious change in the period 1517-1564?
- 'Philip II dealt effectively with the problems he faced in Spain between 1558 and 1592.' Discuss.
- How far do you agree that rivalry with the Hapsburgs had the most significant impact on France in the period 1515-1547?
- Was European division mainly responsible for Ottoman expansion into Europe in the period 1520-1571?
- "Spain's main challenge in the period 1516-1556 was Charles V's dual role as King of Spain and Holy Roman Emperor." Discuss
- How far did the German princes have the most significant impact on religious change in Europe in the period 1500-1564?

You can also use the WJEC Question Bank facility to practice spotting the key concepts in a range of other past questions. This is available at:

<http://www.wjec.co.uk/question-bank/index.html>

## ACTIVITY 7: SETTING APPROPRIATE CONCEPTUAL QUESTIONS

### ADVICE ON THE USE OF THIS ACTIVITY

In order to understand the broader nature of Unit 1 it is important that teachers and learners become familiar with how conceptual questions are formed, how they can be phrased and how they can be adapted according to what area of the Period Study is being taught. The following advice is offered:

- the question should be on a **mainstream issue** which is named or closely linked to the detail in the specification. Try not to set questions on minor or inconsequential areas of the specification
- there has to be **sufficient substance** to the main issue set that it promotes a lively debate of the topic studied. Do not set an issue that the learners can easily dismiss
- the question set should cover a **substantial period of time**
- the question should allow learners to **sustain an argument** throughout the answer
- the question should allow learners to show **accurate understanding of the relevant historical concept** in the question
- the question should include a **key word or words** which will allow learners to form a balanced judgement e.g. 'Spain's **main** challenge in the period 1516-1556 was Charles V's dual role as King of Spain and Holy Roman Emperor.' Discuss.

A suggested way of approaching this aspect of learning is to use the following checklist when tasks and questions are set to learners.

| Does the question set....           | YES | NO |
|-------------------------------------|-----|----|
| highlight a mainstream issue?       |     |    |
| allow a debate to be engaged with?  |     |    |
| cover a substantial period of time? |     |    |
| focus on a key historical concept?  |     |    |
| include an evaluative word?         |     |    |

Try and set your own conceptual questions on the content of Period Study 5. Can you set appropriate conceptual questions on the following content areas?

- The influences on Europe in the early sixteenth century
- The effectiveness of the policies of Francis I in the mid sixteenth century
- The extent of the Ottoman threat to Europe in the sixteenth century
- The challenges facing Spain 1556-1598
- The importance of the Peace of Augsburg of 1555 on religious change

Once you have done this, try and rag-rate the key features associated with your questions.

## ACTIVITY 8: EVALUATING ESSAY STYLE WORK

Here are two examples of answers to Unit 1 questions set in the 2017 examinations.

- Can you apply the checklist on page 11 to these essays?
- Consider the strengths and limitations of each essay.
- Consider how each one could be improved and what advice you could give to the learner who wrote it.

## Exemplar 1

### **How far did the German princes have the most significant impact on religious change in Europe in the period 1500-1564?**

The religious change in Europe between 1500 and 1564 is seen clearly in the Holy Roman Empire, Spain and France, with both Lutherans and humanists spreading their views. The German princes arguably played a significant role in this religious change. However, if they had a more significant impact than aspects such as the printing press and Luther is questionable and will be discussed below.

During the sixteenth century the German princes played an important role in supporting and spreading the views of religious protestors such as Luther. The princes began to support protestors such as Luther as it was a way to gain particularism and become more powerful in their territories. They were also keen to support Luther because of their hatred of Papal superiority. The princes played a significant role according to some historians because they were able to protect the Protestant preachers, for example, although Charles V and the Pope had both outlawed Luther in the Diet of Worms in 1521, Luther was still able to expand and develop his ideas because he was captured and protected by Frederick the Wise. This suggests that had the princes not supported and protected Luther it wouldn't have been safe for him to expand his views further and cause religious change. Also the German princes' support of Luther caused some to believe that it stopped Charles V from intervening too much because he wanted the princes' support and was therefore handicapped from preventing religious change because he needed their support to do so. Therefore, according to some, the princes did have the most significant impact on religious change during this period.

Some historians would argue that it was Charles' lack of action and decisiveness that caused religious change in the Holy Roman Empire. Charles was often absent such as between 1533 and 1542 and he often tolerated Luther because he was preoccupied and this led to the development of further religious change for example because he was pre-occupied with the Turks in 1526 during the Diet of Speyer he was unable to concentrate fully on the proposals to give toleration and allowed the princes to see the Edict how they wished. Then by leaving it for three years with no compromise until the second Diet of Speyer in 1529 he gave Lutheranism time to expand. This shows how he treated religion throughout his reign and eventually his lack of compromise from the beginning led to the Peace of Augsburg in 1555 showing the extent of religious change as both Lutheranism and Catholicism were now allowed to co-exist. It is possible to believe, however, that Charles' lack of action and decisiveness was somewhat also down to the German princes and showed how he was handicapped without their support. This also showed how he couldn't enforce Catholicism without their help.

Some would disagree and would believe that Luther's ideas were the main reason for religious change in the Holy Roman Empire because he was a catalyst that triggered the Reformation and the religious changes. Some historians would argue that without his

publishing of the 95 Theses in 1517 and his pamphlets in 1520, religious change would not have happened. Some would argue that it was Luther's beliefs that allowed peasants, cities and princes to support him. Luther's ideas included the hatred of indulgences, the priesthood of all believers and the attacks on clerical and papal supremacy. All of these were attractive to one aspect of society. Therefore without these views the support for religious change would not have been so strong and wouldn't have caused change. For example the peasants supported Luther due to their social grievances such as harvest failures. They saw Luther as a way out of having to pay taxes to the church, paying for indulgences and paying wealthy landowners. They relied on woodcuts to understand his views because of ignorance, therefore although they were unreliable and they supported him for the wrong reasons they did contribute to the religious changes because they supported Luther.

The same can be said about cities, who formed the Schmalkaldic League and supported Luther because they genuinely understood his views as they had a higher degree of literacy and genuinely wanted the church to become more about religion than power and wealth. Therefore some could argue that without the support of these members of society religious change could not have happened. However I believe that had Luther not been a catalyst for princes, peasants and cities the religious changes wouldn't have happened as all groups couldn't have supported and pushed for the same thing. Although I also believe that had the princes not supported Luther, the cities and the peasants couldn't have because they had power over their territories and therefore they could have stopped Lutheranism and religious change had they wanted. Therefore some would also say that it was due to the anticlerical attitude of society that religious change was able to happen between 1500 and 1564.

All of these discussed above were only significant for the impact of religious change in the Holy Roman Empire. Factors that contributed across Europe are now to be discussed. One of the reasons that religious change happened across Europe was the Renaissance culture that allowed people across Europe to listen to new ideas and understand new ideas such as Lutheranism and humanism. I believe that had this not been in the Renaissance period less people would have been able to listen to new ideas.

I also believe that the printing press also played a very significant role because it allowed ideas such as Lutheranism to spread across Europe also leading to more support across Europe. Along with this the printing press also contributed to more religious change in Europe such as the reconversion of Spain into Catholicism during Philip's reign. The printing press allowed the Tridentine Decrees to spread throughout Spain and new religious prayer books to be circulated as a way of reconverting Spain. The printing press also contributed to religious change in France. The Affair of the Placards in 1534 meant that the humanist beliefs and heretical beliefs were being spread throughout France, leading to a religious change in the way France decided to deal with heretics. Therefore it is clear that the printing press contributed to religious change across Europe compared to factors such as the German princes that only contributed to religious change in one area of Europe.

Finally I believe that the German princes did have a very significant impact on religious change in the Holy Roman Empire and also that their protection and support led to the religious Peace of Augsburg in 1555 because they allowed the people of their provinces to support Luther and they supported and protected him. Handicapping what Charles V could do to stop this religious change also showed the significant impact that they had. However I also believe that had the Empire not shown anticlerical attitudes already due to corruption in the church such as the wealth, simony and nepotism then religious change wouldn't have happened. To conclude I believe that the printing press played the more significant role because it enabled religious change across Europe rather than the German princes who only had a significant impact on a specific area of Europe.

## Exemplar 2

**Spain's main challenge in the period 1516-1556 was Charles V's dual role as King of Spain and Holy Roman Emperor.**

The duality of the role of Charles V as both King of Spain and Holy Roman Emperor was central to the downfall of the King as his greatest challenge. Both titles require many resources in terms of time and in a financial dimension also. He faced many challenges as King of Spain that were very strenuous and were interlocked with his duties as Holy Roman Emperor.

In the period of 1516-1556 many changes were taking place and had to be acknowledged by the King with his dual roles such as the rise of mariscos in Spain which were supposedly converted Muslims. To combat this increase, Charles split up these pockets in which the mariscos lived, by also banning their traditional clothes, ceremonies and original language in a bid to stamp out this threat to Catholicism to live up to his role as Holy Roman Emperor. He had many problems to live up to his duties and had to do everything in his ability to defend Christendom. The risk of mariscos was a main challenge to Spain as it threatened their ideals of unity in one country.

On the other hand, a large factor that Spain faced was that the nobles weren't too fond of Charles V as a ruler as he wasn't from Spain and initially didn't speak Spanish and many contemporaries of the time spoke out and would rather have his brother Ferdinand as King.

Some would consider these two factors to be at the root of Spain's challenges but I would disagree and point towards the financial difficulties as a country as a result of wars such as the Hapsburg-Valois conflict. Their war against France for the Duchy of Milan was a large consumer of time and money for the King and he had to concentrate many of his efforts towards this battle. To gather money for his large display of Renaissancism such as this was to result in borrowing money from the Castillian province of Spain until he eventually bled them dry. Charles V was made bankrupt 4 times and suffered criticism for these actions with a backlash from many in Spain.

Charles' role as the Holy Roman Emperor took up a large portion of his time as the threat of Lutheranism was on the rise and caused a stir amongst the religions in the period but it didn't make it over to Spain to the same degree as it did in France as a result of Spain's geography with the Pyrenees mountains over the border stopping the threat of Lutheranism. But it still affected Charles as he ended up neglecting Spain to tend to his religious duties.

Another underlying threat for Spain was the Ottoman Turks that were making their way across Eastern Europe and were slowly edging towards Spain which became a larger threat as time went on as they became more powerful and they were planning to take over Spain also.

In conclusion Charles V faced many difficulties as both King of Spain and as Holy Roman Emperor as they are both very demanding roles. Although this was a large obstacle there were other large challenges such as the Hapsburg / Valois rivalry and the mariscos which could have detrimentally affected Spain.