

## A Level History A

### Unit Y309

#### The Ascendancy of the Ottoman Empire 1453–1606

#### Sample Question Paper

### Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



\* 0 0 0 0 0 0 \*

|                         |  |  |  |  |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|--|--|--|--|
| <b>First name</b>       |  |  |  |  |  |  |  |  |  |  |
| <b>Last name</b>        |  |  |  |  |  |  |  |  |  |  |
| <b>Centre number</b>    |  |  |  |  |  |  |  |  |  |  |
| <b>Candidate number</b> |  |  |  |  |  |  |  |  |  |  |

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**Section A**

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the impact of the Battle of Lepanto on the Ottoman Empire.

[30]

**Passage A**

Lepanto was the true signpost to the decline of Turkish power, even though the road was to be long. It destroyed the legend of Turkish invincibility at sea and heralded a general slow decay, which the history of the early seventeenth century, with its feeble Sultans and prevailing inefficiency, revealed to the world. Christendom had won a moral breakthrough and although the Ottoman struggle with the Habsburgs continued, it lacked enthusiasm. The Christian galleys received an immense reinforcement of manpower in the form of prisoners of war, while the Turkish fleet was stopped from rampaging with impunity in the central Mediterranean, where Italy itself could have been attacked. This shock to Turkish confidence made the Turks less ready to commit themselves westwards, and the subsequent disengagement was the worst possible disaster for their fleet – it began to rot in the ports from inactivity. Although after Lepanto the Turks continued to exert pressure on European politics they were much less of a menace than they had been. A great Empire had arisen, reached its maximum under Suleiman the Magnificent and had passed into a slow but steady decline.

Adapted from: A. Stiles, *The Ottoman Empire: 1450–1700*, published in 1989

**Passage B**

But what had the battle decided? Because of its own losses and the lateness of the season the allied fleet had to return to Italy. The Ottoman Empire, with its powerful military machine and its long tentacles by land, was untouched. Cyprus remained under Turkish rule. The Sultan replaced his losses with astonishing rapidity, so that within a year he had a large fleet at sea again and the North African pirates were still at large. The League was unable to sustain a naval war in the Levant because of the vast distances. Venice's commerce was crippled, her finances exhausted and Cyprus unrecovered. Taking advantage of division within the Holy League the Ottoman navy was restored and by skilful bargaining obtained so satisfactory a peace with Venice that Lepanto might also have been a Turkish victory. Venice ceded Cyprus, increased the tribute paid for Zante and paid a further war indemnity. Meanwhile, only three years after Lepanto the Turks demonstrated their striking power at Tunis, and Philip II had to look once more to his defences in the Mediterranean.

Adapted from: H. Inalcik, *The Ottoman Empire: 1300–1600: The Classical Age*, published in 1994

**Section B**

Answer **TWO** of the following three questions.

- 2\*** 'Their system of government was the main reason why the Ottomans were able to expand their Empire between 1453 and 1606.' How far do you agree with this view? **[25]**
- 3\*** 'The people of the Balkans gained more than they lost as a result of Ottoman conquest.' How far do you agree with this view of the period 1453 to 1606? **[25]**
- 4\*** How seriously did the Ottoman Empire threaten the Christian rulers of Europe in the period 1485–1603? **[25]**

**BLANK PAGE**

SPECIMEN

---

Copyright Information:

**Passage A:** Adapted from: Stiles, A. (1989), *The Ottoman Empire: 1450-1700*. Hodder and Stoughton, UK.

**Passage B:** Adapted from: Inalcik, H. (1994), *The Ottoman Empire: 1300-1600: The Classical Age*. Orion, UK

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y309 The Ascendancy of the Ottoman Empire 1453–1606**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

**YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

## 11. Annotations

| Annotation | Meaning |
|------------|---------|
|            |         |
|            |         |
|            |         |
|            |         |
|            |         |
|            |         |
|            |         |



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

|                                  |  |
|----------------------------------|--|
|                                  | <i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>  |
|                                  | <b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>  |
| <b>Level 6</b><br>26–30<br>marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.   |
| <b>Level 5</b><br>21–25<br>marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.  |
| <b>Level 4</b><br>16–20<br>marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.  |
| <b>Level 3</b><br>11–15<br>marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| <b>Level 2</b><br>6–10<br>marks  | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.  |
| <b>Level 1</b><br>1–5<br>marks   | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.  |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.   |

|                                  |  |
|----------------------------------|--|
|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>  |
|                                  | <b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>   |
| <b>Level 6</b><br>21–25<br>marks | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                            |
| <b>Level 5</b><br>17–20<br>marks | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>13–16<br>marks | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>9–12<br>marks  | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.                                    |
| <b>Level 2</b><br>5–8<br>marks   | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| <b>Level 1</b><br>1–4<br>marks   | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis.<br>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.  |
| 0 marks                          | The answer contains no relevant information.   |

## Section A

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 1        | <p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the impact of the Battle of Lepanto on the Ottoman Empire.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that Lepanto was a sign of Turkish decline for the Turks and note that it mentions the naval decline in support of this claim.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that it is valid because it is supported by evidence that the subsequent disengagement with western powers meant the Turkish navy suffered from inactivity.</li> <li>• Answers might argue that Interpretation A is invalid because although Interpretation A claims it was a sign of decline, the Turks were able to inflict defeat on Spain within 3 years, with the capitulation of the Spanish garrison at Tunis.</li> <li>• Answers might argue that A is valid because the Turks were forced to sign the Treaty of Sitvatorok in 1606 and were having to negotiate on equal terms, rather than dictate them.</li> <li>• Answers might argue that A is invalid as Venice was forced to sign a peace with the Turks, the terms of which, according to B, suggest that Lepanto could be seen as a Turkish victory.</li> </ul> | 30    | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer  | Marks | Guidance |
|----------|---|-------|----------|
|          | <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the impact of Lepanto on the Ottomans was minimal and note that it mentions the problems Venice faced in support of this claim.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid because it is supported.</li> <li>• Answers might argue that Interpretation B is valid because Philip was unable to launch sustained attacks against the Ottomans due to other commitments.</li> <li>• Answers might argue that B is valid as the Turks were able to put a fleet of 220 ships to sea within a year.</li> <li>• Answers might argue that B is invalid because Lepanto destroyed the myth of Turkish superiority mentioned in Interpretation A.</li> <li>• Answers might argue that B is valid in the short term, but ignores the long-term decline.</li> </ul> |       |          |

## Section B

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 2*       | <p><b>Their system of government was the main reason why the Ottomans were able to expand their Empire between 1453 and 1606.’ How far do you agree with this view?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the power of the Sultan enabled expansion.</li> <li>• Answers might argue that the ability of Suleiman as a leader and warrior was crucial as he was able to harness the energy and skills of his subjects.</li> <li>• Answers might argue that the Sultans had a system of government and logistics which was designed to wage war.</li> <li>• Answers might argue that the absence of an aristocracy demanding to share power and lead armies meant the system of government allowed promotion on merit alone.</li> <li>• Answers might argue that those promoted owed their position to the Sultan and were therefore loyal, as did the killing of rivals.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that it was the political instability in the Balkans that allowed the Ottoman expansion.</li> <li>• Answers might argue it was the military strength of the Ottomans, particularly in comparison to their opponents, that allowed the conquest.</li> </ul> | 25    | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |



| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
|          | <ul style="list-style-type: none"> <li>• Answers might argue that the Habsburg–Valois wars prevented a united opposition to Ottoman advance.</li> <li>• Answers might argue that Ottoman military tactics and organisation were crucial to their success.</li> <li>• Answers might argue that it was the development of roads and communications that allowed military movement.</li> </ul>  |       |  |
| 3*       | <p><b>‘The people of the Balkans gained more than they lost as a result of Ottoman conquest.’ How far do you agree with this view of the period 1453 to 1606?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the conquest often brought peace and stability to a region.</li> <li>• Answers might argue that offices were open to anyone and become the Sultan’s helots. Could become Grand Vizier.</li> <li>• Answers might argue that the living conditions for the Devshirme were better than those in a Balkan village.</li> <li>• Answers might argue that they could rise in status and wealth.</li> <li>• Answers might argue that the people were allowed religious toleration.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that sons were taken to serve in the army and became slaves (Devshirme).</li> <li>• Answers might argue that the conquered lands had to pay tribute and taxes.</li> </ul> | 25    | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
|          | <ul style="list-style-type: none"> <li>• Answers might argue that they were not able to marry so as to remain loyal to only the Sultan.</li> <li>• Answers might argue that the less able became Janissaries and as part of their training they had to work as agricultural labourers.</li> <li>• Answers might argue that the Timar system of land tenure was harsh.</li> </ul>   |       |  |
| 4*       | <p><b>How seriously did the Ottoman Empire threaten the Christian rulers of Europe in the period 1485–1603?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question,</b> it might be argued that they threatened Spain in North Africa.</li> <li>• Answers might argue that they threatened Venice and destroyed its economy and finances.</li> <li>• Answers might argue that they threatened Habsburg lands in Central Europe with the Battle of Mohacs.</li> <li>• Answers might argue that they reached the gates of Vienna.</li> <li>• Answers might argue they were a threat given their naval power which allowed them to capture strategic points in the Mediterranean.</li> <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that the Ottomans made a treaty with France, although this increased the threat to Spain.</li> <li>• Answers might argue that they were not powerful enough and supply lines meant they could not sustain a campaign in the western Mediterranean.</li> <li>• Answers might argue that after Lepanto they were less of a threat.</li> </ul> | 25    | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
|          | <ul style="list-style-type: none"><li>Answers might argue that the Ottomans were also concerned to expand into Asia and this lessened the pressure on Europe.</li><li>Answers might argue that they only threatened because of Habsburg Valois divisions and, after 1559, this was less significant and weakened the threat.</li></ul> |       |          |

SPECIMEN

## Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|----------|-----|-----|-----|-------|
| 1        |     |     | 30  | 30    |
| 2/3/4    | 50  |     |     | 50    |
| Totals   | 50  |     | 30  | 80    |