

**GCE**

**History A**

Unit **F962/01**: European and World History Period Studies  
Option A: Medieval and Early Modern 1095–1609

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation  | Meaning  |
|-------------|--|
| <b>BP</b>   | Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
| <b>A</b>    | Assert   |
| <b>AN</b>   | Analysis   |
| <b>DET</b>  | Description  |
| <b>DEV</b>  | Develop  |
| <b>EXP</b>  | Explains   |
| <b>F</b>    | Factor   |
| <b>IRRL</b> | Irrelevance  |
| <b>J</b>    | Judgment   |
| <b>LNK</b>  | linked   |
| <b>NAQ</b>  | Not the question   |
| <b>SC</b>   | Simple comment   |
| <b>X</b>    | Error/wrong  |
| <b>V</b>    | View   |

**Subject-specific Marking Instructions**

**Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS  
2 answers: each maximum mark 50.**

|            | <b>A01a</b> | <b>A01b</b> |
|------------|-------------|-------------|
| <b>IA</b>  | 21-24       | 24-26       |
| <b>IB</b>  | 18-20       | 22-23       |
| <b>II</b>  | 16-17       | 19-21       |
| <b>III</b> | 14-15       | 16-18       |
| <b>IV</b>  | 12-13       | 13-15       |
| <b>V</b>   | 9-11        | 11-12       |
| <b>VI</b>  | 4-8         | 6-10        |
| <b>VII</b> | 0-3         | 0-5         |

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

| AOs                                      | AO1a  | AO1b   |
|--|---|--|
| <b>Total mark for each question = 50</b> | Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.   | Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:<br>- key concepts such as causation, consequence, continuity, change and significance within an historical context;<br>- the relationships between key features and characteristics of the periods studied  |
| <b>Level IA</b>                          | <ul style="list-style-type: none"> <li>• Uses a wide range of accurate, detailed and relevant evidence</li> <li>• Accurate and confident use of appropriate historical terminology</li> <li>• Answer is clearly structured and coherent; communicates accurately and legibly</li> </ul> <p style="text-align: center;"><b>21-24</b></p> | <ul style="list-style-type: none"> <li>• Clear and accurate understanding of key concepts relevant to analysis and to the topic</li> <li>• Clear and accurate understanding of the significance of issues in their historical context</li> <li>• Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected</li> <li>• The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links.</li> </ul> <p style="text-align: center;"><b>24-26</b></p>   |
| <b>Level IB</b>                          | <ul style="list-style-type: none"> <li>• Uses accurate, detailed and relevant evidence</li> <li>• Accurate use of a range of appropriate historical terminology</li> <li>• Answer is clearly structured and mostly coherent; writes accurately and legibly</li> </ul> <p style="text-align: center;"><b>18-20</b></p>                   | <ul style="list-style-type: none"> <li>• Clear and accurate understanding of most key concepts relevant to analysis and to the topic</li> <li>• Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations</li> <li>• Clear understanding of the significance of issues in their historical context.</li> <li>• Substantiated judgements about relative importance of and/or links between factors will be made but quality of explanation in support may not be consistently high.</li> </ul> <p style="text-align: center;"><b>22-23</b></p> |

| AOs              | AO1a  | AO1b  |
|------------------|---|---|
| <b>Level II</b>  | <ul style="list-style-type: none"> <li>• Uses mostly accurate, detailed and relevant evidence which demonstrates a competent command of the topic</li> <li>• Generally accurate use of historical terminology</li> <li>• Answer is structured and mostly coherent; writing is legible and communication is generally clear</li> </ul> <p style="text-align: center;"><b>16-17</b></p>   | <ul style="list-style-type: none"> <li>• Mostly clear and accurate understanding of many key concepts relevant to analysis and to the topic</li> <li>• Clear understanding of the significance of most relevant issues in their historical context</li> <li>• Much of the answer is relevantly analytical and substantiated with detailed evidence but there may be some description</li> <li>• The analysis of factors and/ or issues provides some judgements about relative importance and/or linkages.</li> </ul> <p style="text-align: center;"><b>19-21</b></p>   |
| <b>Level III</b> | <ul style="list-style-type: none"> <li>• Uses accurate and relevant evidence which demonstrates some command of the topic but there may be some inaccuracy</li> <li>• Answer includes relevant historical terminology but this may not be extensive or always accurately used</li> <li>• Most of the answer is organised and structured; the answer is mostly legible and clearly communicated</li> </ul> <p style="text-align: center;"><b>14-15</b></p> | <ul style="list-style-type: none"> <li>• Some/uneven understanding of key concepts relevant to analysis and of concepts relevant to their historical context</li> <li>• Answers may be a mixture of analysis and explanation but also simple description of relevant material and narrative of relevant events <b>OR</b> answers may provide more consistent analysis but the quality will be uneven and its support often general or thin.</li> <li>• Answer considers a number of factors but with very little evaluation of importance or linkages between factors/issues</li> <li>• Points made about importance or about developments in the context of the period will often be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>16-18</b></p> |

| AOs             | AO1a  | AO1b  |
|-----------------|---|---|
| <b>Level IV</b> | <ul style="list-style-type: none"> <li>• There is deployment of relevant knowledge but level/accuracy of detail will vary; there may be some evidence that is tangential or irrelevant.</li> <li>• Some unclear and/or under-developed and/or disorganised sections; mostly satisfactory level of communication.</li> </ul> <p style="text-align: center;"><b>12-13</b></p>   | <ul style="list-style-type: none"> <li>• Understanding of key concepts relevant to analysis and the topic is variable but in general is satisfactory.</li> <li>• Limited and patchy understanding of a few relevant issues in their historical context.</li> <li>• Answer may be largely descriptive/ narratives of events and links between this and analytical comments will typically be weak or unexplained <b>OR</b> answers will mix passages of descriptive material with occasional explained analysis.</li> <li>• Limited points made about importance/links or about developments in the context of the period will be little more than assertions and descriptions</li> </ul> <p style="text-align: center;"><b>13-15</b></p>  |
| <b>Level V</b>  | <ul style="list-style-type: none"> <li>• There is some relevant accurate historical knowledge deployed: this may be generalised and patchy. There may be inaccuracies and irrelevant material also</li> <li>• Some accurate use of relevant historical terminology but often inaccurate/ inappropriate use</li> <li>• Often unclear and disorganised sections; writing will often be clear if basic but there may be some illegibility and weak prose where the sense is not clear or obvious</li> </ul> <p style="text-align: center;"><b>9-11</b></p> | <ul style="list-style-type: none"> <li>• General and sometimes inaccurate understanding of key concepts relevant to analysis and of concepts relevant to the topic</li> <li>• General or weak understanding of the significance of most relevant issues in their historical context</li> <li>• Attempts at analysis will be weak or generalised, based on plausible but unsubstantiated points or points with very general or inappropriate substantiation <b>OR</b> there may be a relevant but patchy description of events/developments coupled with judgements that are no more than assertions</li> <li>• There will be some understanding of the question but answers may focus on the topic not address the focus of the question</li> </ul> <p style="text-align: center;"><b>11-12</b></p> |

| AOs              | AO1a   | AO1b  |
|------------------|--|---|
| <b>Level VI</b>  | <ul style="list-style-type: none"> <li>• Use of relevant evidence will be limited; there will be much irrelevance and inaccuracy</li> <li>• Answer may have little organisation or structure; weak use of English and poor organisation</li> </ul> <p style="text-align: center;"><b>4-8</b></p>               | <ul style="list-style-type: none"> <li>• Very little understanding of key concepts</li> <li>• Very limited understanding of the topic or of the question's requirements</li> <li>• Limited explanation will be very brief/ fragmentary</li> <li>• The answer will be characterised by generalised assertion and/or description/ narratives, often brief</li> </ul> <p style="text-align: center;"><b>6-10</b></p> |
| <b>Level VII</b> | <ul style="list-style-type: none"> <li>• No understanding of the topic or of the question's requirements; little relevant and accurate knowledge</li> <li>• Very fragmentary and disorganised response; very poor use of English and some incoherence</li> </ul> <p style="text-align: center;"><b>0-3</b></p> | <ul style="list-style-type: none"> <li>• No understanding of key concepts or historical developments.</li> <li>• No valid explanations</li> <li>• Typically very brief and very descriptive answer</li> </ul> <p style="text-align: center;"><b>0-5</b></p>   |



| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 1        | <p>'Pope Urban II's main aim in calling the First Crusade was to reinforce papal control over the Church.' How far do you agree?</p> <p>Candidates must address the given factor even if they wish to argue other factors were more important. In relation to that factor there may be discussion of the 11th century papacy's attempts to establish its authority over the western church (uniting the Church under the papal banner in an armed pilgrimage against the infidel would help this aim). There may also be reference to the desire of the Church to secure peace in western Christendom by diverting its warrior class to war against the infidel. In discussing Urban's aims candidates may refer to Urban's appeal at Clermont in November 1095. Candidates may also refer in this context to Urban II's desire to heal the rift between the Latin and Greek Churches and enhance the authority of the papacy over both the Byzantine Empire and in Western Christendom. In considering other aims candidates may refer to the desire to help the beleaguered Byzantine Empire, referring to the appeal from Alexius Comnenus which reached Italy in 1095 and the advance of the Seljuk Turks towards Constantinople. They may also discuss the aim of helping Christians in the East, referring to the supposed atrocities of the Turks and the difficulties facing both Christians under Muslim rule and Christian pilgrims. They may argue that the specific aim of recovering Jerusalem emerged only later.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 2        | <p>To what extent was the survival of the Crusader States in the twelfth century due to Western aid?</p> <p>No specific answer is looked for, but candidates do need to ensure that they deal with the given factor adequately even if they wish to argue that other factors were more important. In relation to Western aid, candidates may point to the Second and Third crusades, but also to the sporadic and relatively limited flow of military aid that was sent to the Crusader States. Candidates may well link this discussion to the role of western aid and particular times of crisis and to the work of the military orders in energizing and recruiting Western support. However, candidates may well argue that Western aid, though critical at particular times was not the most important factor and stress, for example, abilities of both Baldwin I and Baldwin II who did much to first establish the Kingdom of Jerusalem and then to hold onto it in the first thirty years of its existence, pointing both to their qualities of military leadership in the battles against the Fatimids and the Seljuks, the ways in which they ran the state and conducted relations with barons and other princes of the Crusader states. Indeed candidates may point to the ability of all rulers up to and including Baldwin IV. They may also discuss a range of other factors such as: the relative disunity of their real and potential enemies, relations between the Crusader states and the neighbouring Muslim states of Egypt, Damascus, Aleppo and Mosul in particular and the impact of the religious divide between Sunni and Shiite Muslims as well as the local rivalries between Muslim states; the increasingly influential role of the two main military orders, Templars and Hospitallers, after the 1130s; the development of defensive fortifications; the significance of major expeditions; the degree of support from the other states; the hiring of mercenary forces and good fortune.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 3        | <p data-bbox="365 215 1447 247">'Overall the Third Crusade must be judged a success.' How far do you agree?</p> <p data-bbox="365 279 1447 718">No specific answer is looked for but candidates will need to assess the degree of success and failure of the Third Crusade. In considering the arguments for success, candidates may address the aims of the crusade, the outcomes of it and the historical context. Candidates may stress the historical context – the relative strengths of the Saladin, the weak position of the remaining crusader forces in the Holy Land, the lack of support from the Byzantine Empire – and the achievements of the campaign – the taking of Cyprus, the taking of Acre, the defeat of Saladin at Arsuf, and the negotiated truce which guaranteed the continued survival of the rump of the Kingdom of Jerusalem and the rights of pilgrimage. On the other hand, they may well consider the failure to take Jerusalem or decisively defeat Saladin as well as the divisions between Crusade leaders (Richard and Philip), the rivalries over who should be King of Jerusalem and the disintegration of the German effort after the death of Frederick Barbarossa.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 4        | <p>To what extent did Renaissance artists draw on Classical influences?</p> <p>Candidates may argue that, although Renaissance artists did draw inspiration from the works of Rome and Greece, they developed something innovative. They may draw on their knowledge of individual artists to illustrate their argument. They may point to the use of classical themes and the use of light and atmospheric colour that inspired much Renaissance art and the revival of free-standing sculpture (by, for example, Donatello), but stress the development of new techniques, the use of perspective, realism and the close observation of nature that is apparent in the works of artists from Masaccio onwards. They may also discuss the differences of subject matter in Renaissance art and how far there was some continuity with the Medieval period, for example in the religious themes of much art. The quality of exemplar material is likely to be a key discriminator. Some candidates may fail to differentiate between the different types of art and references to architecture and sculpture should be given credit only insofar as their artistic characteristics are being discussed..</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 5        | <p>To what extent did the Renaissance develop differently in Florence and Venice?</p> <p>Candidates are likely to discuss both what the Florentine and Venetian Renaissance had in common and what was unique to each. In their discussion of commonality they may refer to the role of classical influences, the role of patronage and guilds and the influence of artists elsewhere. They may also point to the influence of Florentine artists on Venetian developments. However, they should balance this with discussion of the elements that were different in Florence and Venice. In particular they may point out that Florence's influence pre-dates Venice's (and discuss the work of artists/architects such as Brunelleschi, Donatello, Fra Angelico, Michelangelo, Botticelli etc.) and that Venice's built on developments there as well as drawing on other sources of inspiration. They may point to Venice's relative independence and isolation from other Italian cities and stress its historic links with the Byzantine Empire. They may discuss the role of specific artists from Bellini to Veronese, Titian and Tintoretto in producing art of a distinctive character through its use of light and colour and its sensuality. Byzantine influences may be discussed and the role of the Greek community (there may be reference to El Greco in this context). No specific answer is looked for, but 'To what extent?' must be addressed to score highly.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 6        | <p>How far did humanist ideas challenge traditional ideas about politics and society?</p> <p>No specific answer is looked for, but candidates do need to assess to what extent humanist ideas built on or went against/challenged existing ideas. Candidates may argue that one of the key foundations of the Renaissance was the renewed and widened study of Latin and Greek texts. The study of Latin texts especially had also been a feature of Medieval scholarship and the influx of Greek scholars and texts (especially after the fall of Constantinople) clearly had great influence on both what was studied, how it was studied and the results of study. Candidates may draw the links between humanist writers and classical authors and the conclusions they drew that challenged accepted ideas. They may discuss how, for example, the influence of Plato on writers like Ficino, Aristotle on Mirandola, Livy on Machiavelli, shaped their thinking and placed man and his capacities at the centre (rather than God) and praised the dignity of man, rather than the traditional Christian idea of man being unworthy, fallen. Candidates may also argue that humanist ideas also attempted to reconcile 'philosophy' to Christianity and the reality of the early modern world. In historical and political writing (Guicciardini, Machiavelli, Castiglione), for example, there was a focus on the 'real world' and human motivation and achievement and less on the role of the divine. They may well argue then that there was a real break with the Medieval past.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 7        | <p>To what extent were improvements in navigation the main reason for voyages of discovery?</p> <p>No specific answer is looked for, but candidates must deal with the given factor adequately even if they wish to argue that other factors were more important. Candidates are likely to argue that improvements in navigation were crucial in enabling voyages of discovery, pointing to the compass and astrolabe, and Zacuto's system for calculating latitude. They may link such improvements also to the improvements in ship design (development of the caravel and carrack) as an aid to navigation (though they may treat this as a separate factor). However they are likely to argue that although improvements in navigation were a necessary condition they do not provide a sufficient explanation. Candidates may also discuss other reasons such as the context of Ottoman expansion, the Renaissance, and the patronage of princes and nobles. Candidates may focus on motivation and discuss some of: the desire to find an alternative route to the spice islands (candidates may address the issue of why at this time); the desire to find gold (candidates may address the issue of why at this time); the search for Prester John and other Christian kingdoms; and, the desire for fame and reputation. They may also refer to gunpowder weapons as a means of defending ships.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 8        | <p>To what extent was the desire for wealth the main motive for the development of a Spanish empire in the Americas?</p> <p>Candidates must deal with the given factor even if they wish to argue that other factors were as or more important. In relation to the given factor, candidates may discuss the significance of Columbus returning from his first expedition with gold along with the Carib natives whilst not forgetting that a prime motive for his expedition was to find a new route to the spice islands and the wealth they promised. Cortes was motivated at least in part by the rumours of a vast wealthy empire in the heart of Mexico, and Pizarro plundered the Incan empire of Peru. The hope of (easy) riches was clearly a strong motivator for those who forged the Spanish Empire in the Americas. The discovery of silver and the need to secure it was also a prime reason for the development of empire in Peru. However, such considerations need to be balanced against others such as land for colonization (from the start settlers set out from Spain and the granting/seizing of large <i>encomiendas</i> encouraged such settlement). There was the wealth to be made from cochineal, sugar, cocoa, cotton as well as food staples. Another reason can be found in religion. Isabella was keen that natives were converted from the start and received papal encouragement in 1493 – by 1536 there were over 5 million converts in New Spain (Mexico). Candidates may argue that the desire for wealth was the driving force behind the development of a Spanish Empire.</p> | 50    | No set answer is looked for but candidates will need to address the question set. |



| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 9        | <p>How important were individual explorers in the development of the Portuguese Empire?</p> <p>Candidates may assess the importance of the role of individuals in relation to the role of other factors. They need to come to a reasoned judgement about 'How important?' in order to score well. Candidates are likely to consider explorers such as Cabral and da Gama, and also leaders of other expeditions (Diaz – down the coast of Africa, Covilha – overland to India). In relation to Cabral, candidates are likely to consider the acquisition of Brazil (1500), whilst in relation to da Gama (voyages of 1498, 1502 and 1524) they are likely to discuss the establishment of interests along the coast of Africa and India. Such discussions are likely to be set in the context of other factors, not least royal patronage (including Henry the Navigator) and the desire of kings like John II and Manuel to set up trading posts and capture the spice trade (there may be reference to sea battles (e.g. Diu in 1509) and seizing of various staging posts (e.g. Ormuz in 1515). There may also be some discussion of the earlier establishment of control in the Azores, Cape Verde Islands and Madeira. Candidates may well argue that individuals like da Gama were the trailblazers that began the process of empire-building, rather than the empire-builders themselves.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 10       | <p>'Military power was the main reason why Isabella was able to consolidate her authority in Castile to 1479.' How far do you agree?</p> <p>No specific answer is looked for but candidates need to discuss and evaluate a range of reasons to score well – they must deal adequately with the given factor even if they wish to argue other factors were more important. In relation to military power, candidates are likely to stress the role of Ferdinand's military power, the victory at Toro and the fortification of key points. Clearly military power was critical the winning of the civil war. However, candidates are also likely to see other factors as important in securing victory as well – such as: the securing of the Treasury at Segovia, confirmation of privileges of loyal nobles, attempts to buy support, conclusion of a truce with the Moors of Granada, peace with Louis XI, the birth of a son, Ferdinand's accession to the throne of Aragon and the use of propaganda. In relation to the consolidation of rule more generally, whilst military power was a significant foundation, candidates may well discuss the monarchs' peripatetic style of rule, measures towards the nobility (threats, pressure, action against key nobles like the Duke of Cadiz, and bribery), the revival of the <i>Santa Hermandad</i>, the grant of 162 million maravedis by the Cortes in 1476, more efficient collection of taxes and the use of <i>letrados</i>.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 11       | <p>How far did Ferdinand and Isabella achieve their aims in ruling Spain after 1479?</p> <p>Candidates need to identify aims and discuss policy and effectiveness. They may deal with aims in relation to consolidating rule/dealing with opposition, controlling the nobility, securing finances, completing the Reconquista (Granada) and religion. In discussing achievement of aims, candidates may refer to the impact of their peripatetic style (e.g. going to Galicia when revolt broke out there in 1485-6), the effectiveness of their policies towards the nobility (such as the 1480 confirmation of lands acquired before 1464, titles and honours as rewards for loyalty, action to curb noble power such as the confiscation of the port of Cadiz from the Duke of Cadiz in 1492), the revival of the <i>Santa Hermandad</i>, control of the military orders, the use of <i>corregidores</i>, financial policy, the use of <i>letrados</i>, the Conquest of Granada, degree of control over Church appointments, reform of the Church and so on. Candidates may well argue that there was generally mixed achievement (e.g. in relation to the nobility that the price of royal control at the centre was acceptance of aristocratic control and influence at a provincial level). They may argue that finance remained a problem. They may argue also that Ferdinand and Isabella enjoyed considerable success in achieving their aims in dealing with the Church, effectively controlling appointments, but may argue that Cisneros' attempts to reform the clergy were less successful.</p> |       | <p>No set answer is looked for but candidates will need to answer the question.</p> |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 12       | <p>To what extent was the power of the nobility the main problem Charles I faced in his rule of Spain?</p> <p>Candidates must discuss the power of the nobility even if they wish to argue that other problems were more significant to score well. In relation to the power of the nobility candidates may discuss the position in 1516; the role of the nobility in the Revolts of the <i>Comuneros</i> and the <i>Germania</i>, and in particular in the Crown's reliance on the <i>grandees</i> in defeating the revolts; the local power of the nobility; the impact of their tax privileges. Candidates may argue that whilst Charles was forced to accept their local power and the maintenance of their tax privileges, he was able to exclude them effectively from direct influence over royal policy and this may lead some candidates to argue that the main 'problem' posed by the nobility was their exemption from taxes. Candidates may also point to other problems such as the economy, the relations with the Cortes of Castile and Aragon, and the extent of royal authority in other provinces, the problems of administration, the administration of the American conquests, the Moriscos, and the consequences of his absences from Spain. Candidates may argue that whilst Charles faced a number of serious problems at the start of his reign, the most significant long term problems remained those of finance, the economy and how to deal with the nobility.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 13       | <p>'Criticism of the abuses of the Church was the main reason for the spread of Luther's ideas in the Holy Roman Empire to 1529.' How far do you agree?</p> <p>No specific answer is looked for, but candidates do need to discuss the role of criticism of abuses of the Catholic Church even if they wish to argue other factors were more significant. Candidates are likely to discuss the role of the Indulgences controversy in stoking up opposition to the Church as well as criticism of other 'abuses' and the reputation of the Church and papacy in Germany. The role of such factors may be balanced against other factors such as: the role of Martin Luther and the power of his ideas demonstrated in his public statements and pamphlets (<i>sola scriptura</i>, <i>sola fide</i>, priesthood of all believers, etc.), the background of humanism, the role of the printing presses, the role of princely protectors, like Frederick of Saxony, the significance of the Diet of Worms, the role of popular support in towns and cities, links with peasant unrest and lack of decisive action by Charles V in 1520s. Candidates may argue that there was a combination of circumstances (the context of widespread abuses, indulgences, princely concern for their privileges, weaknesses of Charles V's actions in Germany, his distractions elsewhere, lack of power, the printing press) in the Holy Roman Empire that allowed the ideas of Luther, powerful as they were, to gain public currency and many may stress the crucial roles played by lack of effective action against Luther by Charles V combined with the protection of Frederick of Saxony.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 14       | <p>To what extent did Charles V's relations with the princes in the Holy Roman Empire change?</p> <p>Candidates will need to focus on the relationship and dealings with the princes and Electors to assess the degree of change. In developing their assessment, candidates may discuss a range of issues and developments: the circumstances of his election as Holy Roman Emperor and the nature of the Empire and Charles' authority within it; the role of Diets; the limitations placed on him by virtue of his other responsibilities (e.g. as King of Spain); the impact of the Reformation; Charles' alienation of the Protestant princes; the significance of the Schmalkaldic League and events like the Battle of Mühlberg; his alienation of the Electors over the succession (Augsburg agreement) and the revolt of the princes and the Diet of Augsburg (1555). Candidates may well argue that Charles V's authority over and relations with the princes were always strained, but that the impact of the Reformation was to strain relations further and candidates may differentiate between Protestant and Catholic princes.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 15       | <p>Assess the reasons why Charles V was at war for much of his reign.</p> <p>Candidates must discuss a number of reasons and evaluate their relative significance and/or linkages to score well. They are likely to focus their discussion on France and the Ottoman Empire. In relation to France, candidates may discuss: the historical context of rivalry (e.g. Italian Wars); personal rivalry between Charles and Francis I and desire for pre-eminence; Charles' desire to recover Burgundian lands; French ambitions in Navarre and Italy; involvement with other powers (e.g. Ottoman Empire, England); French strategic desire to break encirclement by Charles. Candidates may discuss the pressures in the Balkans and Mediterranean from an expanding Ottoman Empire, religion and the links with France. In developing and supporting their argument candidates may refer to: the strategic and political situation in 1519, the history of warfare and rivalry with France, Charles' election as Holy Roman Emperor, the ups and downs of the Habsburg-Valois rivalry in the 1520s (Pavia, Madrid, Cognac, sack of Rome, Landriano and Cambrai), the loss of Belgrade and the Battle of Mohacs, the siege of Vienna, the events of the 1530s and 40s to Charles' triumph' in the Peace of Crèpy (1544) and the renewal of war with Henry II and the failure of the siege of Metz and the loss of Tripoli.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 16       | <p>Assess the strengths and weaknesses of Spain at the time of Philip II's death.</p> <p>Candidates need to assess – to weigh up the relative strengths and weaknesses of Philip's Spain at the end of his reign. Candidates may well discuss some of the following areas in developing their argument: the financial situation; the succession; the strength of the administration/government machine; extent of royal authority; relations with the grandees and nobility; control over Castile, Aragon, Portugal etc; state of the Church and role of the Inquisition; Moriscos; economy and impact of Spain's overseas Empire. Candidates may stress the accession of Philip III and the extent of royal authority over Castile, Aragon and Portugal, the relative success of his religious policies and strong relations with the Church and Inquisition (if not the papacy) whilst also pointing out the disastrous state of royal finances (latest bankruptcy 1596), crippling taxation and high interest rates, the inefficiency of much administration, the local power of many nobles, the maintenance of provincial privileges (such as the <i>fueros</i> of Aragon and the maintenance of Portuguese institutions after annexation), the poor state of the Castilian economy (despite American gold and silver), the continuing problem of the Moriscos. Some may comment that Philip II left his son many of the problems he had inherited in 1556.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |



| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 17       | <p>'Calvinism was the most important reason for the outbreak of rebellion in the Netherlands.' How far do you agree?</p> <p>Candidates must deal with the given factor even if they wish to argue other factors were more important. In relation to the role of Calvinism, candidates may refer to: the spread of Calvinism in the 1550s and 60s, Philip II's religious policies, the 'hedge preachers', the Iconoclastic Fury. Candidates may link the spread of Calvinism to other factors that they may argue were more significant, such as: Spanish policy and local particularism. They may discuss the longer term context of regional, States and noble privileges, the burdens of taxation and the roles of Egmont, Horne, William of Orange and Brederode, the Tenth Penny tax, the Sea Beggars and the economic and social problems that were also a factor in the mid 60s. However, candidates may seek to emphasise the role of Philip II and discuss Philip's absence from 1559, his lack of understanding of the depth of feeling in the Netherlands, his religious policies (reform of bishoprics, the Segovia letters), his decision to send a Spanish army to the Netherlands, the actions and policies of Margaret of Parma, Granvelle and Alva. The focus of responses should be on the period up to 1572 and examiners should not credit later material unless it has been made specifically relevant to the outbreak of rebellion.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 18       | <p>'Maurice of Nassau was the main reason for the survival of the United Provinces.'<br/>How far do you agree?</p> <p>Candidates must deal with the role of Maurice of Nassau even if they wish to argue that other factors were as or more significant in the success of the United Provinces. Candidates may argue that Maurice's key contribution was as a military leader who was able to deliver a series of victories to the United Provinces that made it clear that the Spanish, whilst they might retain a hold on the south could not re-take the north. Candidates may balance such discussion with consideration of other factors such as: the role of William of Orange and the failures of Spain prior to Maurice's prominence; the role of England and France; the diversion of Spanish forces from the Netherlands against England and France in the 1580s and 90s; the financial difficulties facing Spain and the mutinies that affected their forces; the skills of Oldenbarnevelt and the divisions within the government of the southern provinces. The focus of responses should be on the period after the Union of Utrecht in 1579.</p> | 50    | No set answer is looked for but candidates will need to answer the question. |

APPENDIX 1

**APPENDIX 2**

Use this space if you have extensive subject specific information that is inappropriate to include in section 10 page 3.

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