

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 2016

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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.

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

Annotation	Meaning
BP	Blank Page – this annotation must 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.
A	Assert
AN	Analysis
DET	Description
DEV	Develop
EXP	Explains
F	Factor
IRRL	Irrelevance
J	Judgment
LNK	linked
NAQ	Not the question
SC	Simple comment
X	Error/wrong
V	View

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

	A01a	A01b
IA	21-24	24-26
IB	18-20	22-23
II	16-17	19-21
III	14-15	16-18
IV	12-13	13-15
V	9-11	11-12
VI	4-8	6-10
VII	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
Total mark for each question = 50	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: - key concepts such as causation, consequence, continuity, change and significance within an historical context; - the relationships between key features and characteristics of the periods studied
Level IA	<ul style="list-style-type: none"> • Uses a wide range of accurate, detailed and relevant evidence • Accurate and confident use of appropriate historical terminology • Answer is clearly structured and coherent; communicates accurately and legibly <p style="text-align: center;">21-24</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of key concepts relevant to analysis and to the topic • Clear and accurate understanding of the significance of issues in their historical context • Answer is consistently and relevantly analytical with developed and substantiated explanations, some of which may be unexpected • The argument evaluates a range of relevant factors and reaches clearly substantiated judgements about relative importance and/or links. <p style="text-align: center;">24-26</p>
Level IB	<ul style="list-style-type: none"> • Uses accurate, detailed and relevant evidence • Accurate use of a range of appropriate historical terminology • Answer is clearly structured and mostly coherent; writes accurately and legibly <p style="text-align: center;">18-20</p>	<ul style="list-style-type: none"> • Clear and accurate understanding of most key concepts relevant to analysis and to the topic • Answer is mostly consistently and relevantly analytical with mostly developed and substantiated explanations • Clear understanding of the significance of issues in their historical context. • 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. <p style="text-align: center;">22-23</p>

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

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

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

Question	Answer	Marks	Guidance
1	<p>'Disorganisation was the most important reason for the failure of the People's Crusade.' How far do you agree?</p> <p>In order to reach Level III for AO1b candidates must write at least a good paragraph on the named factor even if they want to argue that other factors were more important. Answers should focus strongly on reasons for failure. In discussing the named factor candidates may focus on the lack of military expertise and the limitation of Peter the Hermit as a leader, although some might balance this against the military experience of Walter the Penniless. It was not a case of insufficient numbers or of weak motivation and examiners should be wary of answers that suggest this. Answers are likely to focus on a range of issues: charismatic but no effective military leadership, disorganisation and poor coordination, the strains and losses incurred on the journey to Constantinople, lack of trained soldiers and effective weapons, limited support from local rulers (focus likely to be on the Emperor Alexius' attitude), failure to wait for the main armed crusade, superior tactics and might of the Turks of Asia Minor and so on. The key to an effective answer will be the degree to which candidates assess the relative merits of different reasons for failure and their linkages. Answers may well stress the predominantly, but not exclusively, non-military membership of the crusade.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
2	<p>How important were military tactics in the success of the First Crusade?</p> <p>In order to reach Level III for AO1b Candidates must deal with the given factor even if they wish to argue other factors were more significant. In relation to the given factor, candidates might discuss military tactics in relation to both battles and sieges. This might include a discussion of the heavy cavalry charge of western knights which was significant at Dorylaeum. The Crusaders were also able to confront lightly armed Turkish mounted archers. There might also be mention of outflanking the Turks. The use of treachery to gain Antioch might be mentioned as a tactic. Similarly there might be mention of the building of siege weapons to take Jerusalem. In considering other factors candidates might discuss the cooperation that the Crusader princes achieved at key times (eg at Nicaea and Antioch), the generalship of particular leaders (especially Bohemond, may get star treatment here), the overall leadership provided by Adhemar of LePuy, and so on. However, candidates may qualify their discussion of military leadership by referring to the inherent divisions and differences that threatened to jeopardize any success (by discussing, for example, the rivalry between Raymond of Toulouse and Bohemond at Antioch). Other factors that contribute to any explanation of the First Crusade's success, such as: the divisions and weaknesses of the forces ranged against the Crusade both in Asia Minor and in the Holy Land; the role played by the Emperor Alexius and his aides; the prowess of crusader knights; the unity of religious aim, motivation and sheer determination that was a feature of the crusader army and its rank and file may be considered. Some might emphasise the divided nature of Islam both at the general level (Seljuk/Fatimid, Sunni, Shi-ite) and more locally (rivalries between Kilij Arslan and the Danishmends, Aleppo and Damascus etc); underestimation of the threat posed by the Crusade (eg Arslan away fighting the Danishmends); Seljuk military weaknesses in some areas compared to the Crusaders. In developing their argument the best candidates will establish justified assessments of relative importance and/or the linkages between various reasons.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>Assess the outcome of the Third Crusade.</p> <p>Candidates need to identify a range of issues and assess their relative importance if they wish to access the higher levels in AO1b. Candidates may well focus on the immediate outcome of the Third Crusade and they can score well if there is assessment of the outcome. They may refer to: the achievements of Richard the Lionheart, the impact on Saladin, the failure to take Jerusalem, the taking of Cyprus and Acre, the restoration of Crusading pride as a result of Richard's victories, the securing of the pilgrim route to Jerusalem, the return of the fragment of the True Cross and the securing of a truce between Christians and Muslims. However, some may argue that the outcome of the Crusade was as much the result of Saladin's death as the Crusade. Candidates are likely to make the judgement that although the Crusade failed in its key objective (the taking of Jerusalem), it cannot be judged a complete failure. Some candidates might approach the question by considering the arguments for success and failure; candidates may address the aims of the crusade, the outcomes, 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 – including 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>How important was Rome in the development of the Renaissance in Italy?</p> <p>In order to achieve the higher levels in AO1b candidates will need to write at least a good paragraph on the named factor, even if they go on to argue that other factors were more important in the development of the Renaissance. In discussing the importance of Rome, candidates are likely to focus on the papacy candidates may discuss some of the following (in no particular order): patronage of Church towards humanists (like Bruni and Bembo) and artists (like Masaccio, Raphael and Michelangelo), sculptors (like Brunelleschi); this might lead to a more general discussion of the influence of the Church in shaping the context of Renaissance art/sculpture and writing – the importance of religious themes and scenes (candidates may refer to particular examples such as Leonardo’s ‘Last Supper’, Michelangelo’s ‘Pieta’ etc.). In discussing Rome candidates might consider the role of specific popes – such as Julius II’s employment of Bramante and Raphael and Pius II who was himself a humanist scholar, or Nicholas V and Sixtus IV who created and developed the Vatican Library and the popes Leo X and Clement VII who made Rome the centre of the Renaissance. There may be some discussion of the later period where the influence of Rome gave way to Venice, although religious themes remained dominant. Such discussion needs to be set in the wider context of developments in the Renaissance to answer ‘How important?’ – the role of the nobles, princes, guilds and other patrons who commissioned and influenced the subject matter of the Renaissance, the influence of classical ideas and literature, the individual genius of particular artists and writers.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>How important was Savonarola in the development of the Renaissance in Florence? At the higher levels candidates will weigh up the relative importance of the issues they consider and reach a balanced judgement as to the relative importance. Candidates will need to focus on the role of Savonarola in the development of the Florentine Renaissance, but candidates may weigh his influence up against other factors. In discussing his importance some will argue that it was largely negative and point to the number of works of art that were destroyed during his period of influence, particularly paintings by Botticelli. There might be some reference to the influence of his moral reform, which candidates may argue was short lived. There might be some reference to his re-ordering of the monastery of San Marco. He did have some influence on the political reform of Florence, with Ranke suggesting he was the founder of modern democracy, and this may have resulted in a political structure that encouraged the arts to glorify its political independence. Some candidates are likely to suggest that although he had a short term impact, the role of the Medici was more important as patrons and rulers who encouraged the development of a range of arts. There may also be some comment on the importance of guilds and their encouragement of the Renaissance through patronage and the commissioning of works, such as Baptistry doors. There might also be some discussion of the works of Florentine artists in the development of the Renaissance and this could be wide ranging and might include some of Bruneschelli, Vasari, Michelangelo, Lippi.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
6	<p>How important were classical influences in the development of social and political thought in the period?</p> <p>In order to access Level III for AO1b candidates will need to write at least a good paragraph on the named factor, even if they wish to go on and argue that other factors were more important. 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, which includes political and social thought. Candidates may draw the links between humanist writers and classical authors and the conclusions they drew that challenged accepted ideas and developed new ideas about social and political development. 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. In considering other factors, candidates may argue that humanist ideas were more important and 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, which was a challenge to the traditional social picture. They may well argue then that there was a real break with the Medieval past. The development of Christian humanism was less inspired by the examination of Greek and Roman classics and more by a concern to apply humanist ideas in a Christian context. In relation to this they may refer to the <i>Devotio Moderna</i> and the importance placed on the true reading of scripture (albeit by using the methods of Italian scholars) and the reality of religion. They may also point to the spreading of Renaissance ideas and influences via merchants and diplomats.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>How important was Henry the Navigator in encouraging Portuguese voyages of exploration and discovery?</p> <p>In order to achieve Level III for AO1b candidates will need to write at least a good paragraph on the named factor, even if they wish to argue that other reasons were more important. In relation to Henry the Navigator candidates may refer to: his sponsorship of voyages to explore the African coast, leading to the discovery of the Azores, the Cape Verde Islands and the coast of West Africa (a slave trading base at Lagos); and, his attracting some leading cartographers to help map the coast. Some candidates might compare his role with that of John II, who sponsored and planned expeditions to find Prester John and a route to the Asian sources of spices. In this context, they may refer to the voyages of Bartholomew Diaz and the expedition of Covilha (overland) to India. Such discussion may be set in the context of other factors that promoted or helped develop Portuguese exploration, such as Portugal's geographic position, its established sea-faring tradition, its relative political stability, the interest of nobles (not least in a desire to serve their rulers), the role of individuals, such as Diaz, Cabral and Da Gama, and the incentives to find gold, slaves, and spices and to find Prester John and spread Christianity.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>'The pursuit of spices was the most important reason why Spain embarked on voyages of discovery.' How far do you agree?</p> <p>In order to achieve Level III for AO1b candidates must write at least a good paragraph on the named factor even if they want to argue that other factors were more important. In relation to the given factor, candidates may discuss the importance of spices and their cost and difficulties in obtaining them (the problem of the land route, relations with the Ottomans). Some responses might suggest that Columbus' original intention was to find a western route to the Spice Islands and he thought that he had achieved that. Although Columbus' initial motivation might have been the spice route some might argue that his patron was more concerned with religious motives, the injunctions of the Pope (as in his bull of 1493 to Isabella), and the accompaniment of priests with Spanish expeditions to the New World. It would be hard to argue that religion was not an important motive as Christianity was spread with conquest. Candidates may argue that the main motive was profit (gold, silver or spices) and discuss the expeditions of Cortes and Pizarro in Latin America as evidence of this. Other motives that candidates may discuss include the desire for settlement and farming, the desire for fame and reputation (not least for Cortes). Candidates should explore a range of aims and draw a reasoned conclusion as to the relative importance of the pursuit of spices.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
9	<p>'The gains for Portugal of an overseas empire were greater than the losses.' How far do you agree?</p> <p>Candidates should attempt to assess the degree and type of benefit that Portugal gained from her empire and balance this against an evaluation of the losses to reach an overall judgement. Examiners should be mindful of the focus of the question, which is on Portugal and not the Empire itself. Candidates may argue that to a large extent the Portuguese Empire was little more than a series of trading posts with little attempt to colonise or widen the scope of her imperial interests (beyond Madeira, the Cape Verde Islands and parts of the east coast of Brazil – these largely for sugar plantation). However, there was some later development with the capture of Goa, Malacca and Macao that led to some limited colonization and exploitation of the hinterlands for tax and plunder, which brought some benefit. However, Portugal was too small a power to establish a project on the scale of Spain and therefore some might argue that this brought little gain. Certainly, candidates may argue that Portugal benefited in terms of national prestige and for a time monopolized the eastern trade in spices where it displaced Venice. Stronger answers might discriminate between different groups within Portugal and argue that the Portuguese crown was the main beneficiary of this trade as it retained control of the spice fleets and the selling of the lucrative cargoes. The trade brought lucrative trade to the shipping and arms industries, which given the lack of economic development in Portugal might be seen as an advantage. Portuguese naval supremacy also meant that Portugal benefited from its influence over intra-Asian sea trade routes. Portugal also benefited from the trade in slaves for the plantations. This might be contrasted with the expense of maintaining the necessary trade routes against rivals and the military establishment of forts. . Coverage of different areas need not be balanced and the focus is likely to be on Asia. Candidates may argue that in this period the impact of the Portuguese empire was relatively limited. Portugal's main concern was trade and most of its imperial bases were essentially trading posts. Certainly, therefore, candidates may well discuss the impact on trade and trade patterns (the disruption and increase in trade as Portugal sought to monopolise the trade), particularly in relation to the spice trade (mainly pepper) and to Asian bases like Goa, Malacca, and Macao. Some may also argue that although these began as essentially trading posts, they did, over time, develop as colonies as hinterlands were exploited for plunder and tax/tribute. In Africa, Portugal did become involved in the lucrative slave trade, exchanging European goods for human cargo and this it might be argued brought financial benefits to a country that was experiencing a gold shortage.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>'The contribution of Ferdinand of Aragon was the most important reason why Isabella of Castile was able to consolidate her rule over Castile.' How far do you agree?</p> <p>In order to reach Level III for AO1b candidates must write at least a good paragraph on the named factor, even if they wish to argue that other factors were more important. They may discuss both the winning of the civil war and the measures taken after its conclusion to secure Isabella's position in Castile. In considering the role of Ferdinand specifically they may consider the significance of their marriage and the marriage contract, Ferdinand's accession to the throne of Aragon and his key role in the Battle of Toro and the subsequent Treaty of Alcaçovas. However, this might be balanced against Isabella's role in some of these issues; In relation to the Civil War candidates may refer to Isabella's securing of the Treasury at Segovia, her confirmation of privileges of loyal nobles, her attempts to buy support, her fortification of key points, her conclusion of a truce with the Moors of Granada, negotiation of peace with Louis XI, the birth of a son, the use of propaganda and so on. Here they may point to the importance of her own role and talents. In relation to the consolidation of rule more generally candidates may well discuss Isabella's peripatetic style of rule, her 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>, royal control of the military orders, the use of <i>corregidores</i>, more efficient collection of taxes and the use of <i>letrados</i>. Candidates may also discuss the relative weaknesses of the opposition to her. Some may argue that the Battle of Toro and the subsequent Treaty of Alcaçovas were key and therefore conclude that Ferdinand's role was crucial.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>To what extent did Ferdinand and Isabella fail to solve the domestic problems they faced?</p> <p>Candidates should discuss a range of different areas of policy but do not need to be comprehensive in their coverage. Stronger answers may identify the domestic problems that they faced and then assess how far each one was solved. Stronger answers will evaluate success in the policy areas they discuss and come to an overall judgement. Success may be assessed in terms of aims, outcomes and the limitations of historical context. They may discuss such areas as relations with nobility, towns, organization of government and administration, law and order, relations with the various Cortes/provinces, finance and religion. They may legitimately consider the conquest of Granada (although arguably this was an aspect of foreign policy). Candidates may well argue that there was generally mixed success (eg 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 also that Ferdinand and Isabella enjoyed considerable success in their policy towards the Church, which was in need of reform, effectively controlling appointments but may argue that Cisneros' attempts to reform the clergy were less successful. They may argue that finance remained a problem.</p>		<p>No set answer is looked for but candidates will need to answer the question.</p>

Question	Answer	Marks	Guidance
12	<p>How serious were the financial problems of the Spanish crown in the period from 1516 to 1556?</p> <p>At the higher levels candidates will need to address the issue of 'how serious' and not simply produce a list of problems. In relation to the question candidates may discuss the huge demands Charles made on Spain's (and particularly Castile's) resources and may discuss the costs associated with Charles' foreign policy and war which ate a very high percentage of royal income each year (68%). They may suggest that the fact that Spain effectively had to sustain all Charles' imperial ambitions (whether or not they were directly in Spain's interest) made the financial situation particularly serious, as was seen by the early declaration of bankruptcy under Philip II. They may point to the accumulation of debt that led his successor to declare bankruptcy soon after his accession. Candidates may discuss the <i>alcabala</i> tax and its conversion to a local fixed sum payment whose real value was eroded through inflation served to add to Charles' financial problems. They may point to the increased reliance on <i>servicios</i> granted by the Cortes of Castile and the increase in it. They may point to the tax privileges of the nobility, which limited Charles' ability to tap the real wealth of the country. There might be some comment on the use of the Church as a source of income, which suggested that the financial problems were severe. They are likely to refer to the income from the Americas as well, as he received on average 220,000 ducats a year, which should have made the problem less serious. Candidates may point to the increasing use of loans (<i>juros</i>), the selling of offices and certificates of nobility to cover expenditure, which further suggests the seriousness of the problem and this might be linked to Charles' inability to remove privileges. They may also point to the failure to persuade the nobility to share the tax burden with the failure of his proposed <i>sisá</i> tax on food, which further added to his difficulties. Candidates may also point to the impact of Charles's financial exactions on the Spanish/Castilian economy and society, which further weakened that.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>Assess the reasons why Charles V was unable to increase his power as Holy Roman Emperor.</p> <p>The focus in the question is on the limitations to Charles V's power and the reasons why he was unable to increase them. At the higher levels candidates will need to reach a judgement as to the relative importance of a range of factors. This is not just a question about his relationship or difficulties with the princes, although candidates must deal adequately with the issue of how the princes did limit his authority/power. Candidates are likely to discuss Charles's desire to win princely support and the issues arising from their religious allegiance. Candidates are likely to discuss how the limitations imposed by princely power are closely linked to other limitations on his power, such as the circumstances of his election as Holy Roman Emperor and the nature of the Empire and his position within it, the role of Diets, the limitations placed on him by virtue of his other responsibilities (eg as King of Spain), the issues created through his wars with France and the Ottomans, and, of course, the impact of the Reformation. Some may argue that his frequent absences allowed various groups to exert their authority or that the problems he faced both within and outside the Empire meant that he had to make concessions which limited his ability. It might be argued that some Princes supported Lutheranism as a way of limiting Charles' power and even after his military victories were unwilling to see him increase his power as it was a threat to their independence.</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 had Lutheranism spread in the Holy Roman Empire by 1555?</p> <p>At the higher levels candidates will need to address the issue of ‘to what extent’ and not simply argue that Lutheranism appealed to certain groups and explain the reasons why. The focus should also be on the end of his rule, rather than assessing the extent in the 1520s or 1530s. There might be some discussion of why it appealed, but this should not be the focus of the response. However, many are likely to argue a strong case in relation to individual princes and that the extent of its spread depended on their views, pointing, for example, to the role from early on of Frederick of Saxony. However, some might consider the role of the Schmalkaldic League in the spread and the eventual acceptance of the principle that local rulers decided the religion of their territories in the Peace of Augsburg (<i>cuius regio, eius religio</i>). They may also point to the reluctance of many Catholic princes to take up arms against Protestant princes. There might be some consideration of the importance of Dukedom of Wurttemberg and the establishment of Lutheranism there, along with Brandenburg and ducal Saxony in 1535 and 1539. However, this might be balanced against the recovery of Catholicism in the 1540’s and the destruction of Philip of Hesse’s reputation. Candidates may suggest therefore that without the support of the local ruler, the chances of Lutheranism spreading were small. Some answers might consider the support for Lutheranism among a range of princes, including Philip of Hesse and John, Elector of Saxony, whilst others might analyse the spread among imperial cities, with some 50 out of 85 becoming Lutheran as it allowed them to reject established authority and re-establish control over their own affairs. There might be some discussion about Muhlberg and Charles’ inability to follow it up and limit the spread of Lutheranism.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>'Charles V achieved little in his wars against the Ottomans.' How far do you agree? Some candidates will identify Charles' aims in his wars against the Ottomans and use that as the criteria against which to assess his achievements. Some might consider the short and long term success of his wars, whilst others might consider his personal, dynastic or religious aims or results and historical context. Candidates may discuss the situation near the start of his reign and the threat posed by the Ottomans in the Mediterranean (fall of Rhodes, Belgrade). In relation to the former candidates might consider the capture of Tunis and its impact, but also the failure against Algiers. In relation to Belgrade, candidates might consider the defeat at Mohacs and the siege of Vienna and its impact to assess whether his wars achieved little. In assessing the wars some might also consider them in the context of his other demands, such as war against France and the princes in the Empire. There might also be some discussion about the lack of a navy with which to challenge the Ottomans. Some might argue that Charles was able to maintain the status quo, which was the best that could be expected, but some might argue he should have had more success because the Ottomans had other problems, such as Persia and the difficulties of conducting war at such a distance from Constantinople. Some may argue that even when Charles did achieve victories they were short-lived and he was not able to maintain his gains, but others might suggest he was largely able to maintain the Empire against the Turkish threat, whilst others might argue that much of the work was the result of Ferdinand's efforts.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>How successfully did Philip II manage factionalism in Spain?</p> <p>At the higher levels candidates will need to focus on 'how successfully.' Stronger answers may offer a range of criteria against which to judge success; this might include issues such as its impact on the functioning of the government and stability and order. Candidates may discuss the Perez affair and consider the power that the State Secretary possessed. In discussing the Perez affair some might also link its affects to the situation in Aragon and the uprising there in 1590-1. There might also be some link made to the on-going revolt in the Netherlands, as well as internal government and ultimately Philip's reputation abroad, showing connections between factionalism and wider developments. There might be some consideration as to how factionalism restrained Philip's absolute authority. Philip liked to keep a range of opinions around him and candidates may discuss how well this was managed, considering the Alva and Eboli factions. Philip encouraged factional conflict so as to defuse their potential to control policy. Some might take a positive view of this and argue that factional interest groups and powerful, ambitious individuals sought to control the patronage system and to influence policy, and that their rivalry provided the crown with a dynamic means of channelling talent and energy. However, some might argue that Philip's promotion of factional conflict was damaging and that aristocratic cliques spent a lot of energy on the struggle for primacy at court, neglecting business of state. Some may argue that as Philip changed his approach to government after 1580 that it was a recognition that he had failed to control factionalism and there may be reference to the creation of the Junta Grande/Junta da Noche. Some may argue that factionalism limited absolutism and therefore conclude that Philip was not successful, linking this to the debate how absolute he was and whether he attempted to use factionalism to increase his power.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
17	<p>'Philip II's foreign policy was a failure.' How far do you agree?</p> <p>At the higher levels candidates will need to focus on 'how far' and not simply list his failures and successes. Candidates are likely to focus on his policies towards the Turks, France and England. In assessing whether his policy was a failure candidates might discuss his aims and may refer to: dealing with the Ottoman threat; the defence/sponsorship of Catholicism in France and England; security of the New World and the Netherlands. Candidates may well stress that 'achievement' in one area was hampered or rendered more problematic because of the other concerns (as well as other issues). Candidates may suggest that at best Philip had not dealt with the Turkish menace, but had contained it and secured a measure of peace by the 1580s, which it might be argued was not a failure. In reaching a judgement they may discuss the extent of the Ottoman / Corsair threat, the defeat at Djerba in 1560, the subsequent aggression of the Corsairs (even raiding Granada), the relief of Malta, the victory at Lepanto, and the armistice of 1580. Candidates may argue that Philip's chances of success were limited by the diversion of resources to other problems (such as the Netherlands) and the different interests of the Papacy and Venice that made cooperation difficult. In relation to England, candidates may refer to marriage to Mary, attempts to woo Elizabeth, growing differences, conflict over the New World and the Netherlands and the failures of his armadas. Candidates may well judge his policy here as a failure (although England was excluded from the New World). In relation to France, candidates may discuss early fears of a Guise empire, but are likely to focus on his support for the Catholic League against Henry of Navarre. They, again, may judge his policy a failure, although in the end France remained Catholic.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>Assess the reasons why Spain agreed to a truce in the Netherlands in 1609. At the higher levels candidates must weigh up the relative importance of the various factors discussed and reach a balanced judgement. The focus of the answer should be on the latter part of the period and not simply explain a list of reasons why Spain was unable to defeat the Dutch throughout the period. Some may argue that by 1609, or even earlier, it was apparent that Spain could not defeat the Dutch and therefore, given the financial problems, a truce was inevitable and was only delayed by Spanish reluctance to negotiate with 'rebels.' Candidates may argue that Maurice was a key contributor as a military leader who was able to deliver a series of victories to the northern 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, when, it might be argued Spain had a chance to defeat the Dutch and that once that opportunity was missed an agreement had to be reached; the financial difficulties facing Spain and the mutinies that affected their forces may also be seen as a factor that forced a truce on Spain; the skills of Oldenbarnevelt; the divisions within the government of the southern provinces may also be considered. Some might also suggest that the geography of the region made it unlikely that Spain would be able to regain the north, again making a truce more likely.</p>	50	No set answer is looked for but candidates will need to answer the question.

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