

**Advanced Subsidiary GCE**

**GCE HISTORY A**

Unit F962: *European and World History Period  
Studies*

Option A: *Medieval and Early Modern 1035-1642*

**Specimen Paper**

**F962 QP**

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (8 pages)



### INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Write your answers on the separate answer book provided.
- Answer any **two** questions

### INFORMATION FOR CANDIDATES

- This paper contains questions on the following 6 Study Topics:
  - The Crusades and Crusader states 1095-1192
  - The Renaissance from c. 1400-c. 1550
  - Exploration and Discovery c. 1445-c1545
  - Spain 1469-1556
  - Charles V: International Relations and the Holy Roman Empire 1519-1559
  - Philip II , Spain and the Netherlands, 1556-1609
- There are 3 questions for each Study Topic. You may select your two questions from any one Study Topic or from any two Study Topics.
- Each question is marked out of **50**.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.

This document consists of **4** printed pages.

Answer any **two** questions

### **The Crusades and Crusader states 1095-1192**

- 1 To what extent was strong leadership the **main** reason for the success of the First Crusade (1096-99)? **[50]**
- 2 Assess the reasons for the failure of the Second Crusade (1147-49) **[50]**
- 3 How successful was the Third Crusade (1189-92)? Explain your answer. **[50]**

### **The Renaissance from c. 1400- c1550**

- 4 Assess the reasons why Florence played a leading role in the Renaissance during the period from c.1400 to c1530. **[50]**
- 5 To what extent were the works of Renaissance artists and architects during the period from c.1400 to c1530 merely imitations of classical examples? **[50]**
- 6 To what extent was the Northern Renaissance influenced by the Italian Renaissance by c.1550? **[50]**

### **Exploration and Discovery c.1445-c.1545**

- 7 To what extent was trade the main factor behind Portuguese exploration during the period from 1445 to c1545? **[50]**
- 8 Assess the reasons for the success of Cortes's expedition to Mexico. **[50]**
- 9 'Nothing more than a few staging and trading posts.' How far do you agree with this view of the Portuguese Empire to c.1545? Explain your answer. **[50]**

### **Spain 1469-1556**

- 10 How far do you agree with the view that Spain was a unified country by 1516? **[50]**
- 11 To what extent were the problems Charles I faced in the years from 1516 to 1524 because he was not a Spaniard? **[50]**
- 12 How successful was Charles I in his rule of Spain after 1524? **[50]**

**Charles V: International Relations and the Holy Roman Empire 1519-1559**

- 13** How far was the protection of the Elector of Saxony the **main** reason for the spread of Luther's ideas in Germany from 1517 to c1530? **[50]**
- 14** How successful was Charles V in dealing with the Ottoman threat? Explain your answer. **[50]**
- 15** Assess the reasons for the difficult relations between Charles V and the princes in the Holy Roman Empire to 1555. **[50]**

**Philip II, Spain and the Netherlands, 1556-1609**

- 16** To what extent was Philip II responsible for the problems he faced in the Netherlands in the 1560s? **[50]**
- 17** To what extent was William of Orange responsible for Dutch success in the war against Spain? **[50]**
- 18** To what extent was Philip II, as King of Spain, successful in his domestic policies? **[50]**

**Paper Total [100]**

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The maximum mark for this paper is **100**.

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Distribution of marks for each level that reflects the Unit's AOs and corresponds to the UMS

**AS UNIT F962 *European and World Period Studies***

**Maximum mark 100.**

**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
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
<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>
<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>

<p><b>Level IV</b></p>	<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>
<p><b>Level V</b></p>	<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>
<p><b>Level VI</b></p>	<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>
<p><b>Level VII</b></p>	<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 Number	Answer	Max Mark
1	<p><b>The Crusades and Crusader states 1095-1192</b></p> <p><b>To what extent was strong leadership the <u>main</u> reason for the success of the First Crusade (1096-99)?</b></p> <p><u>Focus: Evaluation of reasons.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may discuss some of the following in relation to ‘strong leadership’: the role of Urban II in galvanising support; the role of the papal legate, Adhemar of Le Puy ; the roles of Raymond of Toulouse, Bohemond of Taranto, Godfrey of Bouillon, and to a lesser extent Hugh Vermandois, Robert of Normandy, Stephen of Blois, Baldwin and Tancred. Such discussion may in fact argue that leadership in terms of central control and clear direction was not always strong and point to the tensions between leaders (particularly over Antioch). On the other hand they may point to the strong military leadership given by able commanders like Bohemond and the degree of cooperation and common purpose organised by the ‘council of princes’ at crucial times. Such discussion needs to be balanced against other reasons for the success of the Crusade, such as: religious zeal (and its demonstration at key points, for example at and after Antioch and at Jerusalem), military strategy, tactics and successes (such as Dorylaeum and the defeat of Kerbogha), tensions and disunity amongst opponents (Shi-ite Fatimids and Sunni Seljuks, mutual rivalries between Aleppo, Damascus, Mosul and so on), and the aid given by the Emperor Alexius.</p>	[50]
2	<p><b>Assess the reasons for the failure of the Second Crusade (1147-49).</b></p> <p><u>Focus: evaluation of causal factors explaining failure.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to focus upon ‘Assess ...’ and adduce a range of reasons, prioritising and explaining links wherever possible. No set conclusion is expected. Factors that may be assessed include: a lack of a clear and unified command structure (e.g. the separate expeditions of Louis VII and Conrad III); internal divisions; differences between settlers in the Levant and European Crusaders and the impact of the internal politics of the Crusader states; lack of a clear aims (and the diversion of potential resources against the Wends in eastern Europe and in the Reconquista in Spain and Portugal); poor choice of routes; strategic and tactical errors (both in Anatolia and Outremer); the role of Emperor Manuel I and a lack of Byzantine help; the strengths and relative unity of their opponents (both in Anatolia and the threat posed by Nur ed Din); the decision not to attack Edessa or Aleppo and the decision to attack Damascus; exaggerated expectations; problems of terrain and climate. Elaboration might include the activities of the French and Germans, the actions of the Emperor, events at Antioch and Acre, and the fierceness of Turkish attacks.</p>	[50]

Question Number	Answer	Max Mark
3	<p><b>How successful was the Third Crusade (1189-92)? Explain your answer.</b></p> <p><u>Focus: Assessment of success.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Success may be judged against, for example, aims, outcomes and context. Overall, of course, the Third Crusade failed in its main aim – the re-taking of Jerusalem and the Holy Land. There were other ‘failures’ too – and candidates may point to the disintegration of the German element of the crusade after the death of Frederick Barbarossa in Anatolia and the abandonment of the crusade by Philip of France after the taking of Acre (indeed candidates may discuss the friction between Philip and Richard as a factor inhibiting potential success). Against this, candidates may discuss the success of the Crusade in taking Cyprus and Acre, the latter against the context of a determined siege and the united forces of the Turks under Saladin. They may also point to Richard’s successful campaign down the coast to Jaffa and the victory at Arsuf and his fighting Saladin to a virtual standstill. They may also discuss the negotiated settlement between Saladin and Richard that guaranteed pilgrim access to Jerusalem and the acquisition of Jaffa. The Third Crusade also raised morale and dented the reputation of Saladin and provided bases for future crusading. Candidates may argue that Richard’s achievements were considerable given size of the task, the losses suffered to the Crusading forces, the division between them and the strength of Saladin.</p>	[50]

Question Number	Answer	Max Mark
4	<p><b>The Renaissance and its Impact c. 1400- 1550</b></p> <p><b>Assess the reasons why Florence played a leading role in the Renaissance during the period from c1400 to 1530.</b></p> <p><u>Focus: Assessment of reasons.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may give consideration to the economic and financial situation of Florence such as the wealth brought from the cloth and woollen industries (cultural ideas also spread along trade routes e.g. Istanbul - preservation of classical documents and texts) and the involvement of the trade guilds in sponsoring artistic developments. Financial issues are likely to focus on the development of banking and the pre-eminence of the Medici in this field. This lends itself to links with the political situation and the attempts of the Medici to establish themselves as rulers not least through their patronage of the arts (especially Cosimo and Lorenzo). Political factors might focus more on the idea of social mobility in government and the exclusion of the nobles. Social/political/cultural issues might examine the impact of individuals in government such as Salutati, the owner of the largest library of ancient manuscripts, as well as looking at the influence of the humanists in general. Candidates may well refer to the influence of a variety of individuals in the Early Renaissance, notably Brunelleschi in architecture, Donatello in sculpture and Masaccio in art. Others include Fra Angelico and Ucello. There may well also be reference to Da Vinci in relation to the High Renaissance. The emphasis should be firmly on Florence itself and some might consider the issue of 'Why Florence and not elsewhere'.</p>	[50]

Question Number	Answer	Max Mark
5	<p><b>To what extent were the works of Renaissance artists and architects during the period from c.1400-1530 merely imitations of classical examples?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates should look at both classical features and innovative ones found in the works of Renaissance artists <u>and</u> architects although strict balance is not looked for. Candidates are likely to argue that Renaissance artists and architects owed a great debt to the classical world around them; Brunelleschi, Bramante and Palladio all studied and measured proportions of buildings in Rome before going on to build structures of classical proportions such as Brunelleschi's churches of San Lorenzo and San Spirito in Florence and Bramante's San Pietro in Rome which turned away from the medieval cruciform structure to the circular plan of a Roman temple. Candidates may refer to a variety of classical features used by Renaissance architects such as columns, pediments, pilasters, arches and not least domes e.g. Brunelleschi's in Florence. Classical subject matter was also used e.g. Michelangelo's Bacchus, Botticelli's 'Calumny' based on the work of the painter Appelles described by Lucian, a Greek writer. However, candidates may point out that these were not merely slavish imitations but are often combined with the ideals and interest of the Christian and innovative world in which they lived. Da Vinci's work was based on study of nature and anatomy rather than classical forms. The development of Brunelleschi's dome, although based on Rome's Pantheon, has its own innovations of structure. Other examples might include: Michelangelo's 'David' i.e. classical form with religious subject matter and Bramante's Tempietto a domed and circular building reminiscent not only of pagan temples but also early Christian sites where martyrs were buried. Innovation might focus on the development of perspective and oil painting.</p>	[50]

Question Number	Answer	Max Mark
6	<p><b>To what extent was the Northern Renaissance influenced by the Italian Renaissance by 1550?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates arguing for the influence of the Italian Renaissance may suggest that Rome, as the principal city of the Catholic Church and Popes as principal patrons of the Renaissance, were in a good position to influence Catholic Europe, whilst Italian universities attracted foreign students, Italian cities, foreign merchants and Italy itself, foreign armies and it is clear that artists and scholars travelled to Italy to learn from painters and sculptors there. However, others may argue that, whilst there may have been Italian influence, the Northern Renaissance, centred on Germany and the Netherlands was distinctive. Flemish art is distinctive and developed independently of the Italian Renaissance. Holbein and Dürer may be used as examples of artists combining German and Italian influences. Candidates may suggest, however, that the Northern Renaissance is marked more by scholarly and literary humanism that did not draw so much on classical inspiration but rather sought to develop a Christian humanism. In support of this there may be reference to the Brethren of the Common Life (with their emphasis on understanding Scripture) and the works of Erasmus may be cited.</p>	[50]
7	<p><b>Exploration and Discovery c.1445-c.1545</b></p> <p><b>To what extent was trade the main factor behind Portuguese exploration during the period from 1445-c.1545?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Answers will need to give some consideration to trade; there was a need for a cheaper and more reliable method of gaining spices essential for preserving meat throughout the winter which encouraged voyages along the coast of Africa and into the Indian Ocean. Gold was a great attraction since Portugal had none of its own necessary to mint coins – this prompted voyages down the west coast of Africa after the capture of Ceuta in 1415 had suggested likely sources. Shortage of labour was a problem for Portugal with a population of only 1 million. Recruitment of slaves from Africa was a ‘pull’ factor these making up 10% of the population of Lisbon by the end of the 15<sup>th</sup> century as well as workers for the sugar plantations in Madeira and the Canaries. However, other issues should be examined particularly the religious motive of, both searching for and extending Christian communities desire for the latter led to the capture of Ceuta on the West African coast in 1415, desire for the former was expressed by da Gama who claimed to be searching for ‘Christians and spices’ in Calicut and in the search for the legendary kingdom of Prester John in Africa. Other issues (though not strictly speaking motives) might be considered as ‘push’ factors, such as: royal patronage, technological and geographical advantages.</p>	[50]

Question Number	Answer	Max Mark
8	<p><b>Assess the reasons for the success of Cortes' expedition to Mexico.</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates will need to explain a number of reasons and examine their relative importance and/or the linkages between them. Among the reasons candidates may discuss are: the motivation (rumours of a wealthy empire and spiritual zeal) and size (c. 600) of Cortes' expedition, the inspiration and leadership qualities and ruthlessness (burning of his ships) displayed by Cortes, the military ability, bravery and discipline of the conquistadors (demonstrated forcibly to the Aztecs by their defeat of the Tlaxcalans who subsequently became allies), horses and metal armour and weapons, cannon, muskets, help from local enemies of the Aztecs (not just the Tlaxcalans), good fortune (for example, the belief that Cortes was the Aztec god Quetzalcoatl returning from the East, although this idea has recently been questioned – but there is evidence that Cortes' arrival was associated with other aspects of belief and signs), the weaknesses (such as inferior weaponry and battle tactics) and failings of his enemies (such as Montezuma's cautious welcome). There could be discussion of the role of Malinche, the diplomacy between Cortes and Montezuma, the death of Montezuma, the impact of a smallpox epidemic and the final siege and defeat of the Aztecs at Tenochtitlan.</p>	[50]
9	<p><b>'Nothing more than a few staging and trading posts.' How far do you agree with this view of the Portuguese Empire? Explain your answer.</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may argue generally in support or against the quotation: what is important is that they draw a reasoned conclusion in answer to 'How far...?' There is much that candidates may discuss in support of the quotation. They may refer to the trading nature of the Empire with its reliance on naval supremacy and having safe ports and bases from which to secure and defend that trade. Candidates may refer to the setting up of trading and staging posts along the coast of Africa, in the Indian sub-continent, the East Indies and China (such as Senegal, Ormuz, Goa, and some may mention Macao although the last is outside the period). There may be discussion of the Portuguese government in Goa and the establishment of an Eastern fleet to protect the trade routes and shipping. They may also discuss the importance of the spice, slave and other trade. On the other hand such discussion may be balanced by reference to the settlement of the Azores and other Atlantic islands to grow crops such as sugar, and the start of the colonisation of Brazil. They may also argue that the establishment of trading bases drew the Portuguese into involvement in local politics and some degree of conquest and settlement.</p>	[50]

Question Number	Answer	Max Mark
10	<p><b>Spain 1649-1556</b></p> <p><b>How far do you agree with the view that Spain was a unified country by 1516?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Many answers may see more to be said against the thesis than for it. In favour of this view candidates might argue that, Charles I was heir to both Castile and Aragon and as such unified the country through his own person. A gold coin, the <i>excelente</i>, had been produced with the heads of both Ferdinand and Isabella. However the strength of the unity might be questioned by referring to the situation only 12 years earlier at Isabella's death in 1504 and the reluctance to allow Ferdinand's rule in Castile. Other factors in support might include the Inquisition, shared aims such as the taming of the aristocracy, foreign policy – the kingdoms were united in their conquest of the New World and the war against France and the use of both provinces resources in the conquest of Granada. On the other hand, the Inquisition was the only common institution and Aragon rejected institutions such as the corregidores and ultimately the Hermandades. Both provinces retained their own separate governments with very different constitutions (Aragon itself sub-divided into three) and with differing powers for the monarchs. Customs barriers remained between the different kingdoms and different coinages were in operation. Granada and the new world possessions were only given to Castilians. Differences in religious attitudes might also be mentioned such as the greater tolerance for Muslims in Aragon though it could be argued that this was more due to the individual religious inclinations of Ferdinand and Isabella. Candidates will need to reach a conclusion based on this information in line with the demands of the question.</p>	[50]

Question Number	Answer	Max Mark
11	<p><b>To what extent were the problems Charles I faced in the years from 1516 to 1524 because he was not a Spaniard?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates may take the view that Charles' problems with the Comuneros were largely specific to him through his actions and inheritance (the fear that the interests of Spain would be lost to the greater interest of Empire) and refer to the demands of the insurgents as evidence e.g. to get rid of foreign advisers (such as Adrian of Utrecht), to learn Spanish, to give Spanish offices only to Spaniards, to respect Spanish laws etc. However, given the nature of the question, candidates should also show an awareness of some issues relating to Ferdinand and Isabella such as dislike of corregidores – the revolts started with their expulsion. Reference might also be made to their failure to completely curb noble power – the revolts are sometimes seen as a response to the failure of the crown to protect towns from the attacks of great aristocratic families. In return for support of the nobles, Ferdinand and Isabella had often turned a 'blind eye' when aristocrats had seized town lands and impeded merchants. Candidates may also discuss the use of foreigners in government, Charles' failure to make a progress through Castile and his demands for a subsidy. There may also be discussion of the revolt of the Germania, although candidates may conclude that this is simply an opportunistic revolt (crown weakness due to change of monarch) and/or related to specific issues of unemployment. They might also refer to Ferdinand and Isabella's failure to completely solve the issues of the Moors.</p>	[50]
12	<p><b>How successful was Charles I in his rule of Spain after 1524?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates can address the issue of success in a number of ways: for example, by consideration of context/seriousness of issues, by consideration of aims and by consideration of outcomes. One significant context that candidates may consider is that Spain was but one of the elements of Charles' monarchia and that his reign is marked by frequent and lengthy absence; another is the legacy of the Comuneros and Germania. Issues that may be considered also include his handling of the government of Spain, relations with Castile and Aragon (in particular), handling of the nobility, finance, religion and impact on the economy. Candidates may argue for qualified success on the grounds, for example, that whilst relations with the nobility were repaired, in effect they were allowed to govern the countryside with little central interference. There was central reorganisation of government through the various Councils, but corruption and finance remained perennial problems. There may also be criticism of the handling of the economy more generally.</p>	[50]

Question Number	Answer	Max Mark
13	<p><b>Charles V: International Relations and the Holy Roman Empire 1519-1559</b></p> <p><b>How far was the protection of the Elector of Saxony the <u>main</u> reason for the survival and spread of Luther's ideas in Germany from 1517 to c. 1530?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates must deal with the role of the Elector of Saxony even if they wish to argue that other factors were more important. In relation to the role of the Elector of Saxony candidates may argue that from the start (1517) the Elector's protection was important, even vital, in the early days by preventing any move by Church authorities against Luther in Wittenberg. His support was vital in 1521 at Worms and thence at Wartburg. However, such considerations need to be balanced against other factors such as the circumstances in the Empire (including the climate of anti-clericalism, the election of a new Emperor, other criticisms of the Church), the support of other thinkers and theologians (including Melancthon and some humanists), Luther's own conviction and defence of his beliefs, the role of the princes, the impact of the printing press, the linkage made between Luther's ideas and social and political grievances, the lack of decisive action by Charles V, the adoption of Lutheranism by cities and so on.</p>	[50]
14	<p><b>How successful was Charles V in dealing with the Ottoman threat? Explain your answer.</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates can assess success in a number of ways. Pertinent here may be aims, context, long and short term results and success/failure over time. Candidates may argue that the nature of the threat. Candidates may well choose to deal with two theatres of operations separately: the security of the Western Mediterranean and the land threat to the Empire via Hungary (especially after Mohacs, 1526). They may argue that in relation to the former success varied over time, pointing to the threat posed by Barbarossa (especially after 1532), the victory at Tunis (1535), the Turkish alliance with the French, the failed attack on Algiers (1541), Dragut and the taking of Tripoli (1551). The overall judgement here may be that at best the Turkish threat was contained, largely because Turkish offensive action was limited by distance from Constantinople whilst Charles V was hampered by other pressing concerns (war with France, German Reformation etc.). In relation to the land conflict through Hungary, a similar conclusion may be drawn. Candidates may consider the aims and role of Ferdinand and their impact on the issue, the siege of Vienna (1529), Guns (1532) and the development of uneasy coexistence thereafter.</p>	[50]

Question Number	Answer	Max Mark
15	<p><b>Assess the reasons for the difficult relations between Charles V and the princes in the Holy Roman Empire to 1555.</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Candidates need to identify and explain a number of reasons and to address the instruction to 'assess' by considering their relative importance and/or the linkages between them. For example, candidates may argue, inter alia, that any attempt to assert the authority of the Emperor vis a vis the princes was always likely to fail, even if Catholic princes might support Charles against protestant princes, they remained jealous of their independence and rights as the aftermath of Mühlberg showed. Among the reasons which candidates may discuss are: the political circumstances of Charles' election (and the rights of and concessions to the Electors), the nature of the Holy Roman Empire (e.g. more than 2500 different authorities), the limited power of the Emperor, the Emperor's reliance on the princes, the impact of the Reformation (including the fighting with the Schmalkaldic League, the Battle of Mühlberg, and the religious Peace of Augsburg), the impact of the Habsburg-Valois struggle (including the involvement of France with the protestant princes), Charles' absences and the impact of ruling his vast empire (Spain, Netherlands, the Turks etc.), the issue of succession.</p>	[50]
16	<p><b>Spain, Philip II and the Netherlands, 1556-1609</b></p> <p><b>To what extent was Philip II responsible for the problems he faced in the Netherlands in the 1560s?</b></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>In terms of Philip's responsibility, candidates may focus on issues such as: his own religious stance, his misunderstanding of the regional and specific liberties of areas and of individuals, his appointments (especially his over-reliance on Spanish advisers), his relationship with the States General, his absence after 1559. Slow communication between Spain and the Netherlands exacerbated problems. The very unpopular new bishoprics scheme of 1561 may be discussed, as might the garrisoning of 3000 troops and other immediate causes of the Revolt. Such discussion should be balanced against other factors such as: pent-up dissatisfaction after the long rule of Charles V encouraged by heavy taxation, the ambitions of grandees like Egmont and William of Orange, dislike of Perrenot and Granvelle, economic problems and the development of Protestantism.</p>	[50]

Question Number	Answer	Max Mark
17	<p><b>To what extent was William of Orange responsible for Dutch success in the war against Spain?</b></p> <p><u>Focus: Evaluation of reasons for success.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>The question seeks to elicit answers that evaluate the role of William of Orange in gaining independence for the northern provinces by setting it against other issues that could be considered to have contributed. Candidates may play down his role by pointing out that he was dead by 1584, that his successes were very limited before 1576 and that although he was a strong advocate of the need for foreign support this was not successfully achieved until after his death. However there is a good case to be made for his considerable contribution as a good diplomat and soldier. In 1573, he embraced Protestantism as a means of harnessing the Sea Beggars and cultivating English and Huguenot support. By his diplomatic skills William of Orange was able to overcome the particularism of individual states, gain the position of Statdtholder of Holland Zealand and Utrecht and continue the fight against Alva and Spain. Although occurring after his death, English involvement with the Treaty of Nonsuch in 1585 was largely due to the vision and negotiations of William of Orange. Such discussion could be balanced against other factors such as the geographical advantages of the north e.g. the ability to retreat behind a defence network of dykes and marshes, economic issues such as the industrial growth of Amsterdam, military superiority of the North under Maurice of Nassau as well as Spanish failures e.g. Alva's repressive policies, the Spanish Fury etc.</p>	[50]
18	<p><b>To what extent was Philip II, as King of Spain, successful in his domestic policies?</b></p> <p><u>Focus: Evaluation of success in domestic policies.</u></p> <p>No set answer is looked for but candidates will need to address the question.</p> <p>Success may be assessed, for example, against aims, outcomes and context. A starting point might be, therefore, the situation Philip inherited at the start of the reign (provincialism, economy, debt, religion etc). Issues that might be discussed include: impact of Philip's character, style and methods of government, relations with nobles, financial policy (especially taxation, new taxes and their impact) and problems (increased revenues, scale of debts, costs of war, inflation, reliance on loans, bankruptcies, New World silver); developments in conciliar government and the establishment of <i>juntas</i>; Perez, Granvelle; handling of factions at court, religious policy (church reform, Inquisition and deportation of the <i>moriscos</i> after the 'rising of the Alpujarras'), policies towards (and impact of them in) Castile and Aragon (including the rebellion of 1590-91), Madrid and the Escorial.</p>	[50]
	<b>Paper Total</b>	<b>[100]</b>

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