

History A

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

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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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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.

	AO1a	AO1b
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: <ul style="list-style-type: none"> - 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>
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>

AOs	AO1a	AO1b
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>
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>Candidates must address the given factor even if they wish to argue other factors were more important. Candidates may well argue that whilst the appeal from Alexius Comnenus which reached Italy in 1095 proved the occasion of the First Crusade, and even accept that the provision of military aid to stem the advance of the Seljuk Turks towards Constantinople formed part of Urban II's appeal, this specific aim became diluted into the more galvanizing idea of the recovery of Jerusalem. Candidates may refer to Pope Urban II's references the supposed atrocities of the Turks and the difficulties facing both Christians under Muslim rule and Christian pilgrims. Candidates may also argue that there were other reasons also why Urban II called for a crusade, such as his desire to heal the rift between the Latin and Greek Churches and enhance the authority of the papacy both in the Byzantine Empire and in Western Christendom. In relation to the latter 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.</p>	50	No set answer is looked for but candidates will need to answer the question.
2	<p>No specific answer is looked for, but candidates must address the factor in the question even if they wish to argue that other factors were more important. Candidates in dealing with the given factor are likely to stress the strength of Nu ed Din, his conquest of Edessa (that instigated the Crusade), the defeat of Conrad in Asia Minor, and the growing unity amongst the Muslims. However, candidates may well argue that other factors were more important, such as the lack of clarity over aims from the very start (e.g. Bernard of Clairvaux's preaching) through to the disputes in the Holy Land and the final decision to attack Damascus. They may also point to the divisions between the crusaders themselves, especially between Louis and Conrad, and between them and the Christian leaders in the Middle East (e.g. the abandonment of the idea of attacking Aleppo as Antioch wanted). There was also the diversion of the potential forces available to any crusade through the sanctioning of the campaign against the Wends and the operations in the Iberian peninsula.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>Candidates need to identify, explain and assess a range of reasons. Candidates may discuss some of the specific reasons for the defeat of Jerusalem's forces at Hattin drawing out Jerusalem's mistakes as well as Saladin's skills as a general, but such discussion needs to be set in the broader context of why a defeat of Jerusalem was likely in the 1180s. Candidates may discuss some of the following: how Saladin operated from a strong power base and his consolidation of power in Egypt and Syria in the 1170s and early 1180s; the use of the concept of jihad to unite Muslims in an attack on the Crusader States; the size of the forces Saladin was able to gather to attack the Crusader States in the mid 1180s (and in 1187 in particular); the succession crisis and the factional in-fighting that beleaguered the Kingdom of Jerusalem as Baldwin IV's leprosy progressed to his death; the actions of Reynald of Chatillon in provoking Saladin; Saladin's reduction of crusader castles and taking of ports and strongholds; the taking of Jerusalem. Candidates may well argue that it was a combination of Saladin's strength and Crusader weakness that accounts for his successes.</p>	50	No set answer is looked for but candidates will need to answer the question.
4	<p>No specific answer is looked for, but candidates do need to evaluate the given factor even if they wish to argue other factors were more important. In relation to the given factor candidates may argue that because of their relative wealth Italian nobles, the Church, city authorities etc. were able to provide patronage for artists and scholars. Candidates may discuss a range of other reasons to provide a balance: including: the trade links with the Byzantine Empire facilitating the import of cultural influences; the political situation of Italy c.1400 (many city states, rivalries etc.), the nature of individual states with their city/urban base and controlling families, guilds etc, the existence of classical remains, the exodus of Greek scholars as the Ottomans advanced, the development of humanism and the revival of classical learning. The better answers will explore links between factors and come to a supported judgement about relative significance. For example, candidates may argue that the relative independence and wealth of city states engendered a rivalry that found expression in art and architecture, that the presence of classical remains provided stimulus for artistic development, and that the interest in learning and classical literature enabled scholars and artists to draw on classical ideas.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>Candidates are likely to discuss both what the Venetian Renaissance had in common with developments elsewhere in Italy and what was unique to it. 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 from Florence and elsewhere. However, they should balance this with discussion of the elements that were essentially Venetian. 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 Venice's increased significance towards the end of the Renaissance and 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 that gathered there, especially after the fall of Byzantium (there may be reference to El Greco in this context).</p>	50	No set answer is looked for but candidates will need to answer the question.
6	<p>No specific answer is looked for, but candidates do need to assess to what extent humanist ideas represent a new beginning. Candidates who wish to argue against the idea of newness 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 – such as the influence of Plato on writers like Ficino, Aristotle on Mirandola, Livy on Macchiavelli and so on. However, candidates may well argue that humanist thought was new, placing man and his capacities at the centre and praising the dignity of man, rather than the traditional idea of man being unworthy, fallen. Candidates may also argue that humanism was new also in its attempts to reconcile 'philosophy' with Christianity and the reality of the early modern world. There was a real break with the Medieval and even the Classical past.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<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 may consider the role of religion – to spread Christianity and find Prester John and other Christians – explorers testified to the dual motivation of religion and gold/spices. In considering religious factors candidates might also consider the role of Isabella and her support for Columbus or the decision of the Papacy to divide the world. Candidates may argue that economic factors were the most important motivation although this will need analyzing and supporting. Candidates may discuss the desire to break into the spice trade – pepper, cinnamon, cloves – and the trade in luxury goods (silks and jewels) both of which offered the prospect of high profits – so the search was on for a new route to the east. This search was also motivated by the growing insecurity of supply (partly as a result of Ottoman advance). This desire helps to explain Portuguese search for a route round Africa and Columbus’ attempt to find an ocean route across the Atlantic. A further economic motive was gold – a factor in Portuguese exploration of the African coast (‘Gold Coast’) and Spanish exploration of Latin America. A further economic motive was the search for labour (slaves) – especially for Portugal. Broadly economic concern was the motive to find land to settle (Columbus’ 1493 voyage included 1200 settlers. They may also consider the influence of the Renaissance (and its emphasis on human endeavour), issues of individual and national prestige/rivalry and the desire for knowledge.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>Candidates are likely to argue that to a degree the Portuguese Empire was a series of trading posts, and that trade was central to all of her empire, whereas they may contrast this with Spain and her settlements in the Americas, particularly Mexico. In relation to the notion that the Empire was a series of trading posts, candidates are likely to point to the strategy of Henry the Navigator and those that followed of establishing secure bases for trade and security of trade routes along the coast of Africa and the estimated 50 forts and trading posts established between southern Africa and Japan during the 16th century. No attempt was made to colonise Africa but bases were used to exchange European goods for slaves and the <i>raison d'être</i> of posts from Goa to Macao was the lucrative spice trade. Against this, even in the case of Portugal, candidates may argue that this is not the whole picture, as in the islands of the coast of West Africa (Madeira and the Cape Verde Islands) active settlement took place and a thriving agriculture based on sugar was established. Similarly in Brazil, the east coast was settled for plantation agriculture supported by the export of slaves from Africa. What is more the capture of important trading posts like Goa, Malacca and Macao led in time to the development of colonies as from these the Portuguese could monopolise not only trade but could also plunder and tax. In considering Spanish conquests candidates are more likely to argue that settlement was more important and consider the establishment of landed estates. This may also be supported by reference to the concern to conquer, establish government and the Council of the Indies, which suggests more than just a trading empire of trading posts.</p>	50	No set answer is looked for but candidates will need to address the question set.

Question	Answer	Marks	Guidance
9	<p>No specific answer is being looked for and candidates may disagree on how serious the problems were, or argue that they were more serious in some areas than others. What is important is that candidates do not simply describe problems, but also evaluate their significance to reach a judgement on the balance between problems. Amongst the problems, candidates may consider problems of control and organization both of conquistadors and the colonies established (the tensions between royal governors and the established colonists), the distorting effects that the import of gold and silver began to have on the economy, the security of the routes to and from the New World. Candidates may discuss the impact that the Empire had on economic development. Some may argue that the problems were not serious and argue that the Empire brought benefits to Spain. Among the benefits we can expect candidates to consider the import of specie (mainly silver), the prestige for Spain and the Spanish Crown, the acquisition of land and territories for the Spanish Crown, the opportunities for ambitious Spaniards for adventure and settlement in the New World and the growth of trade between Spain and the Americas.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>Candidates may seek to test the degree of success, for instance, against aims, outcomes and the seriousness/nature of the problem. There are many issues that candidates might consider and it is not expected that they will consider them all, what matters is the quality of analysis. Topics that might be considered include securing the throne for Isabella, which might be linked to the power and influence of the nobility, religious issues such as the Moors and Conversos, the problem of royal authority, law and order, finances and the economic difficulties. Candidates may discuss the power of the aristocracy and the influence of powerful families like the Mendozas before Ferdinand and Isabella came to power. They may also point to the deals done with and promises made to grandees to win their support during the war of succession. They may point to the increasing influence of letrados (lawyers) in royal councils (and lessening influence of nobles), suggesting that the monarchs were successful. However, this might be balanced against the role of the aristocracy in provincial government (as governors and viceroys). They may also point to Isabella's limited success in dealing with the land question, discussing, for example, the decision of the 1480 Toledo Cortes agreeing to the recovering of lands lost since 1474 (whilst accepting those lost before that date). There may also be discussion of the War v. Granada. In terms of religion, some may argue that the conquest of Granada was the greatest success, however others might argue that Ferdinand largely ignored religious issues and did not solve the Morisco problem. There may also be discussion of royal attempts to gain control of military orders and the unrest accompanying the succession crisis following the death of Isabella. Candidates may well argue that the price of royal control at the centre was acceptance of aristocratic control and influence at a provincial level and that in most areas success was at best mixed.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>This issue will be familiar to many candidates. No specific answer is looked for. Most will probably argue that the claims for unification are relatively slim. Candidates are likely to discuss some of the following in developing their analysis: the separate institutions of Castile and Aragon (they may, for example, point to the failed attempts by Ferdinand to introduce the <i>Hermanidad</i> into Aragon), the ability of Aragon to maintain its <i>fueros</i>, the decentralized structure of Aragon, the focus of the monarch's attention on Castile, the separate laws, coinage, economies, the exclusion of Aragon from the New World, unification was not an aim of Ferdinand and Isabella, the significance of the acquisition of Navarre, and so on. On the other hand, candidates may discuss the notion of a Spanish foreign policy and the 'Spanish' nature of some religious policy (the Inquisition's authority ran across Spain). But even in these areas candidates may point to differences (for example, Spain's interest in Italy was derived from Aragon).</p>		<p>No set answer is looked for but candidates will need to answer the question.</p>
12	<p>In assessing seriousness, candidates may discuss the longevity of the problem, the threat it posed to the stability and effectiveness of government, the emphasis placed upon it, the success or otherwise of dealing with it. In relation to finance, candidates may discuss the endemic problem of debt and costs of wars, the problem of raising money via the Cortes of Castile, Aragon and other provinces, the tax exemptions of the nobility, difficulties of administration and the weaknesses of the economy. In balance, candidates are likely to discuss some or all of the following: problems in establishing himself as ruler and absenteeism; the <i>Comuneros</i> and <i>Germania</i> revolts; the tensions between towns and grandees; the power of the nobility; the privileges of the same; the appointment of ministers; his other ambitions and commitments (and the use of Spanish resources to pursue them) and so on. Candidates may point to the interconnectedness of different problems.</p>	50	<p>No set answer is looked for but candidates will need to answer the question.</p>

Question	Answer	Marks	Guidance
13	<p>No specific answer is looked for, but candidates do need to deal with the given factor even if they wish to argue that other factors were more important. In relation to Charles V candidates may refer to the slow reaction after 1517, the failure to take decisive action in 1521 at the Diet of Worms, his absence, his inability, unwillingness to challenge the princes, and relative inaction thereafter. However such discussion will need to be set in context. Candidates may also therefore discuss some of the following: the role of Martin Luther and his pamphlets, the power of the ideas associated with Lutheranism (<i>sola scriptura</i>, <i>sola fide</i>, priesthood of all believers, etc.), the Indulgences Controversy and the reputation of the Catholic Church and Papacy in Germany, the background of humanism, the role of the printing presses, the role of princely protectors, like Frederick of Saxony, the role of popular support in towns and cities, and links with peasant unrest. Candidates may argue that, apart from those issues relating to Charles V directly, there was a combination of circumstances (Papal exactions, princely concern for their privileges, the printing press, the protection of Frederick of Saxony) that allowed the ideas of Luther, powerful as they were, to spread.</p>	50	No set answer is looked for but candidates will need to answer the question.
14	<p>Candidates may discuss the limitations placed on Charles by the context of his position of Holy Roman Emperor. They may discuss the circumstances of his election as Holy Roman Emperor and the nature of the Empire and his authority within it, the role of Diets, the limitations placed on him by virtue of his other responsibilities (e.g. as King of Spain), and the impact of the Reformation. Candidates may discuss the relative power of princes <i>vis à vis</i> the Emperor and point, for example, to Charles' acceptance of their privileges and the lack of a standing army with which to enforce his will as reasons for limited success. They may also argue that Charles V's other commitments made it difficult for him to assert his authority within the Empire and this effectively meant the princes were able to at least hold on to their influence. Candidates may also argue that the difficulties these circumstances presented were exacerbated by the religious divisions caused by the Lutheran reformation. Charles could not take action against the Lutherans without the support of the princes (as is demonstrated by the events surrounding the Diet of Augsburg in 1529). Even when he seemed to have the opportunity to assert his power after the defeat of the Schmalkaldic League he was in the end forced to compromise.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>Candidates might consider the nature of the threat and the different areas and regions where France challenged Charles V, reaching a judgement as to how successful Charles was in resisting the challenges. Candidates may discuss the strategic and political situation in 1519, referring to the extent of Charles' territories, the strategic importance of Italy to the physical linkage of these territories, the history of warfare and rivalry with France, Charles' desire to recover Burgundy and so forth. Candidates may discuss developments over time to explain relative success, pointing to the ups and downs of the Habsburg-Valois rivalry in the 1520s (Pavia, Madrid, Cognac, sack of Rome, Landriano and Cambrai) and Charles' strong position at the end of the decade, the events of the 1530s and 40s to Charles' triumph in the Peace of Crèpy (1544), the renewal of war with Henry II and the failure of the siege of Metz. Candidates may legitimately refer to the Peace of Câteau-Cambrésis (1559) as a way of discussing overall success or failure.</p>	50	No set answer is looked for but candidates will need to answer the question.
16	<p>Candidates must deal with the claim made in the quotation even if they wish to argue that other problems were as or more serious for Philip. In assessing seriousness candidates may judge problems by their longevity, impact on other areas, scale and so on. Many candidates are likely to agree with the quotation arguing that insufficient finance (itself dependent on the economy) underpinned and limited his ability to deal with many other serious problems. Candidates may discuss the general inadequacy of funds and how New World bullion shipments provided at best short term relief. They may argue that there was a vicious circle of rising debt as future income was mortgaged and interest rates rose. Increases in taxation impacted on the Castilian economy and by the 1590s the strain told. Candidates may argue that financial problems were also a symptom as well as a cause of other problems. It was the strain of constant warfare that demanded increased taxation and inefficient administration meant corruption. Candidates must also discuss other problems in order to evaluate relative seriousness, such as faction (Perez affair), relations with the nobility, the problem of the <i>moriscos</i> and <i>conversos</i>.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
17	Candidates must discuss Philip II' s responsibility and set this in the context of other factors in order to address 'How Far?'. Candidates may discuss Philip's absence from 1559, his lack of understanding of the depth of feeling in the Netherlands, his insensitive religious policies (reform of bishoprics, the Segovia letters), his decision to send a Spanish army to the Netherlands, his appointments such as Granvelle, Alba, Requesens, Don John, Farnese and their policies. Such discussion may be balanced against the role of other factors, such as actions of the army (such as the Spanish Fury), the longer term context of regional, States and noble privileges, the burdens of taxation and the spread of heresy, the Iconoclastic Fury, hedge preaching, the roles of Egmont, Horne, William of Orange and Brederode, the Tenth Penny tax, the Sea Beggars and so on. Candidates may well argue that the problems he faced were caused by a combination of Philip's uncompromising rule from Spain and the actions of his lieutenants in the Netherlands in the context of a Netherlands and nobility jealous of their privileges/semi-independence, economic hardship and the spread of Protestantism.	50	No set answer is looked for but candidates will need to answer the question.
18	Candidates must deal with a range of reasons and evaluate their relative significance and the links between them to score well. Candidates may consider a range of factors including: the roles of William of Orange and Maurice of Nassau (and other leaders); the failures of Spain; the roles 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; the divisions within the government of the southern provinces and so on.	50	No set answer is looked for but candidates will need to answer the question.

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