

**GCE**

**History A**

**Unit : Y309/01 The Ascendancy of the Ottoman Empire 1453 -  
1606**

Advanced GCE

**Mark Scheme for June 2017**

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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.

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

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of why the Ottomans won the Battle of Mohacs in 1526.</b></p> <p><b>In locating the Interpretations within the wider historical debate</b> answers might argue that <b>Interpretation A</b> infers that the Hungarians were not totally outmaneuvered during the battle and that Ottoman resources were not the deciding factor; it was Suleiman's survival that was crucial.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• Answers might consider the length of the battle (4-5 hours); this would suggest the outcome was not a forgone conclusion.</li> <li>• Answers might argue that Interpretation A is valid because the initial advance by Suleiman's troops was met with great resistance from Pal Tomori.</li> <li>• Answers might argue that Interpretation A is valid because chaos initially ensued amongst the Ottoman irregular army.</li> <li>• Answers might argue that Interpretation A is valid because the Hungarians did advance into the Ottoman ranks far enough to threaten Suleiman (he took an arrow hit on his armour).</li> <li>• Answers might argue that Interpretation A is valid because towards the end of the battle Suleiman was wary to advance too quickly suggesting the Hungarians may have been in a position to regroup and gain reinforcements.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

		<p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that <b>Interpretation B</b> posits that poor strategic decision making by the Hungarian military leaders and superior Ottoman weaponry were responsible for the outcome of the battle.</p> <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that despite initial success the Hungarians could not build on it as they were overwhelmed by Ottoman reserve troops.</li> <li>• Answers might argue that Interpretation B is valid as the Hungarian right flank probably mistimed its move forwards.</li> <li>• Answers might argue that Interpretation B is valid as the Hungarians seemed to misjudge the ability of the Janissaries.</li> <li>• Answers might argue that Interpretation B is valid as the Turkish artillery and muskets caused the Hungarians to experience heavy casualties (c.14000 troops and c.1000 nobles).</li> <li>• Answers might argue that Interpretation B is valid because the Hungarians struggled to hold defensive positions and were easily surrounded.</li> </ul>		
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2*		<p><b>'The main reason for Ottoman imperial expansion in the period from 1453 to 1606 was to develop trade links.' How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that control of the spice trade in the Levant was a key motive for the Ottomans to go to war with the Mamluks in 1516-17.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the defeat of the Mamluks and control of the Levant led to a huge expansion of the Ottoman Empire, encompassing the 'traditional' lands of Islam.</li> <li>• <b>Answers might consider</b> that the Mamluk war gave the Ottomans an opportunity to stop Portuguese expansion in the Indian Ocean.</li> <li>• <b>Answers might consider</b> that control of the Mediterranean in general was sought for commercial reasons.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that strategic concerns influenced expansion especially in the Balkans (and the taking of Constantinople).</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that imperial expansion also to enhance the status of the Ottomans in the face of challenges from the Austrian Hapsburgs.</li> <li>• <b>Answers might consider</b> that imperial expansion was driven by a sense of a lack of resistance from enemies.</li> <li>• <b>Answers might consider</b> the need for of the Ottoman Empire to test its military capability (new technology and elite troops).</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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3*		<p><b>How effective was the system of Ottoman provincial administration in maintaining peace and stability in the Empire in the period from 1453 to 1606?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that by 1468 with the annexation of Karaman the provincial administrative system was well established.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that by the end of the period there were 32 provinces; this often came about through conquest.</li> <li>• <b>Answers might consider</b> that administration was initially based on keeping in place ruling or tributary dynasties (to maintain stability).</li> <li>• <b>Answers might consider</b> the role of <i>beylerbeyi</i> in commanding troops who held fiefs to keep order.</li> <li>• <b>Answers might consider</b> the significance of <i>sanjaks</i>.</li> <li>• <b>Answers might consider</b> fiefs (including registers and law-books) and peasant tenements as tools for effective social control.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that although the administrative system seemed well organized and effective in maintaining order, there were times of instability in the provinces.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> rebellions in the provinces such as those in Anatolia (Jelali).</li> <li>• <b>Answers might consider</b> the difficulties Mehmed II and Bayezid II had in suppressing the Karaman dynasty.</li> <li>• <b>Answers might consider</b> the significance of the war with the Safavids in 1578.</li> <li>• <b>Answers might consider</b> that changes to the role of <i>sanjaks</i> caused some unrest.</li> <li>• <b>Answers might consider</b> that during the Iranian War (1578-90) there were signs that <i>timar</i>-holders</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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<p>4*</p>		<p>in the provinces had refused to serve.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the collapse of the <i>timar</i> system for the recruitment of cavalry.</li> <li>• <b>Answers might consider</b> that by the late sixteenth century Ottoman armies no longer experienced great military victories and this was blamed on the system of provincial government.</li> </ul> <p><b>‘The Siege of Vienna (1529) was the most important turning point in the Ottoman expansion in Europe from 1453 to 1606.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> answers might consider that the immediate aftermath of the siege resulted in Suleiman giving further support to King Szapolyai.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that after the siege the Ottomans gained a foothold in the territory to the south-east of Vienna.</li> <li>• <b>Answers might consider</b> that Suleiman used his ‘success’ to raid Styria.</li> <li>• <b>Answers might consider</b> that the Ottoman presence in Austria forced the Hapsburgs into calling a truce; this gave Suleiman the chance to attack the Safavids.</li> <li>• <b>Answers might consider</b> that the agreement of 1533 confirmed the division of Hungary that existed at the time.</li> <li>• <b>Answers might consider</b> that in 1536 Suleiman ordered the execution of Ibrahim Pasha for his inefficient administration of the eastern campaign; this gave Suleiman total control over the empire.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might</p>	<p>25</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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		<p>be argued that Suleiman was unsuccessful in taking Vienna itself.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the fall of Constantinople at the start of the period and the impact this had on Europe.</li><li>• <b>Answers might consider</b> the significance of the treaty with Venice in 1479.</li><li>• <b>Answers might consider</b> the impact of the treaties of 1503 (disengagement from Europe until 1520s).</li><li>• <b>Answers might consider</b> that the Battle of Mohacs (1526) could be considered a turning-point.</li><li>• <b>Answers might consider</b> that the death of Suleiman I (1566) was pivotal.</li><li>• <b>Answers might consider</b> the impact of the Battle of Lepanto(1571).</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

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

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b>	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very

1–4 marks	generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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