

GCE

History A

Y309/01: The ascendancy of the Ottoman Empire 1453-1606

Advanced GCE

Mark Scheme for June 2019

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

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

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

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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

2. Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature and extent of the Ottoman threat to Habsburg territories after the Battle of Mohacs in 1526.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that although they occupied Hungary it was not a serious threat as they were willing to rule it through a puppet ruler. • In evaluating Interpretation A, answers might argue that Interpretation A is valid because Suleiman was unable to take Vienna in 1529. • Answers might argue that Interpretation A is valid because Zaploya had to give his allegiance to Suleiman and pay an annual tribute. • Answers might argue that Interpretation A is valid because attempts to launch a further attack in 1532 ended in failure. • Answers might argue that Interpretation A is valid because Suleiman faced threats elsewhere, including Persia, which diverted his attention from Hungary. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the threat was great as the Ottomans attempted to expand further and had 	30	<ul style="list-style-type: none"> • No set answer is expected. • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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.

		<p>expanded into the Balkans.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that Interpretation B is valid because of the weak position of Charles V and Ferdinand due to the Lutheran threat and the problem of France. • Answers might argue that Interpretation B is valid because after the death of Zapolya his part of Hungary was incorporated directly into the Ottoman Empire. • Answers might argue that Interpretation B is valid because the division of Hungary left the Habsburgs with little territory. • Answers might argue that Interpretation B is valid because the foreign policies of both Charles and Philip were influenced by the Ottoman threat as seen in North Africa and even as late as Lepanto. • Answers might argue that Interpretation B is invalid because he was unable to take Vienna in 1529 and attempt to advance again in to Hungary in 1532 failed. 		
2		<p>‘Weak and divided opponents were the main reason why the Ottomans were able to expand their Empire throughout the period 1453-1606.’ How far do you</p>	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge.

		<p>agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that the weakness of opponents was the main reason, it might be argued that the Habsburg-Valois conflict made it easier for them to expand. • Answers might consider the failure of opposition to get support from the experienced and wealthy naval cities, such as Venice. • Answers might consider the impact of the Lutheran threat which divided Christian opponents. • Answers might consider the constant warfare between Venice and Genoa. • Answers might consider the division between the Pope and Emperor, with Charles sacking Rome. • Answers might consider the civil and religious wars in Germany which made expansion in the Mediterranean much easier during the 1540s. • Answers might consider the lack of discipline among opposition armies, which were often unpaid. • In challenging the hypothesis in the question and arguing that other factors were more significant, it might be argued that the talents of its rulers, Mehmed II, Selim I and Suleiman the Magnificent were key. • Answers might consider the motivation of the Ottomans who believed they had a divine claim to universal empire. This might be linked to the concept of holy war. • Answers might consider the strength of the Ottoman army and navy. • Answers might consider the system of government 	<ul style="list-style-type: none"> • To be valid, judgements must be supported by relevant and accurate material. • 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.
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		<p>and logistics which was designed to wage war and expand.</p> <ul style="list-style-type: none"> • Answers might consider that Sultans took care never to fight on more than one front at a time. • Answers might consider the benefits that alliances brought to the Ottomans. 		
3		<p>Ottoman rule brought more benefits than losses to the societies it controlled.’ How far do you agree with this view of the period from 1453 to 1606?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that their rule brought benefits, answers might argue that they brought stability and unity to areas they conquered. • Answers might consider that the boys taken as tax received an excellent education and training which improved their career prospects. • Answers might consider that the Empire was multi-religious, except for the suppression of Roman Catholicism for the nobility. • Answers might consider the benefits to be gained through trade. • Answers might consider that promotion on merit offered opportunities. • Answers might consider that Turkish rule was more just than the old feudal system. • Answers might consider that Muslim law protected Christian subjects as long as they paid the <i>kharja</i> or land-tax imposed on non-Muslims. • Answers might consider that the Ottoman system was no more tyrannical or intolerant than other European states. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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.

		<ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued that the introduction of <i>devshirme</i> took boys away from their parents. • Answers might consider that the numbers they took could be high if the janissaries suffered heavy losses. • Answers might consider that the lives of the janissaries was harsh with uncomfortable barracks and low pay. • Answers might consider that all rural land was owned by the state and newly conquered land became state land. • Answers might consider that peasants had to agree to cultivate the land continuously, pay fixed taxes, not alter the use of land and if left uncultivated for 3 years could be given to someone else. • Answers might consider that, at least initially, all <i>timars</i> were held by Muslims. • Answers might consider that Muslims paid lower taxes. 		
4		<p>‘The Battle of Lepanto was the most important turning point in the development of the Ottoman threat to Europe.’ How far do you agree with this view of the period from 1453 to 1606?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the defeat of the Ottomans was complete with only 30 galleys escaping. • Answers might consider the moral importance of the victory. • Answers might consider the victory led to Venice 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. • 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.

			<p>making peace with the Sultan.</p> <ul style="list-style-type: none">• Answers might consider how Europe was unable to follow up the victory.• Answers might consider that it confined the Ottoman fleet to the eastern Mediterranean.• In challenging the hypothesis in the question, it might be argued that the fall of Constantinople was more significant as it opened Europe to the Ottoman threat.• Answers might consider the psychological impact of the fall of Constantinople.• Answers might consider the Ottoman victory at Mohacs and the threat it posed to the Habsburgs.• Answers might consider the failure of the siege of Vienna and the halting of the Ottoman advance.• Answers might consider the agreements and alliance with the French that increased the threat to the Habsburgs.• Answers might consider the capture of Rhodes and Malta and the impact this had on power in the Mediterranean.• Answers might consider the death of Suleiman in 1566 as the start of Ottoman decline.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very 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.

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