

## **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 June 2013**

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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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## Annotations

Annotation	Meaning

## 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.

	A01a	A01b
IA	21-24	24-26
IB	18-20	22-23
II	16-17	19-21
III	14-15	16-18
IV	12-13	13-15
V	9-11	11-12
VI	4-8	6-10
VII	0-3	0-5

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, for Levels I to IV inclusive work from the top mark down until the best fit has been found. However for Levels V to VII start in the middle.
- (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
<b>Total mark for each question = 50</b>	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>

AOs	AO1a	AO1b
<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>

AOs	AO1a	AO1b
<b>Level IV</b>	<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>
<b>Level V</b>	<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>

AOs	AO1a	AO1b
<b>Level VI</b>	<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>
<b>Level VII</b>	<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	Answer	Marks	Guidance
1	<p>Candidates may discuss the following in relation to the given factor: the prospect of a land of milk and honey, an escape from the hardships of life in western Christendom, the chance to carve out reputations and lands as a result of victory and conquest. Certainly candidates may draw on their knowledge of the motives and actions of some Crusader leaders and the evidence of economic conditions in Western Europe in support of 'worldly' motivation. They may also refer to the desire for adventure and heroic ethos of the warrior class. However, candidates may forcefully argue for religious motivation focusing in on the crusade as an 'armed pilgrimage' and the plenary indulgence that Pope Urban II promised crusaders and infer religious motivation from key events on the Crusade. There may be discussion of other motives such as those that can be inferred from the reports of Urban's sermon at Clermont: revenge for the atrocities committed against eastern Christians by the Turks; aid to Christians in the East; the chance of 'righteous' warfare; the recovery of the Holy Land (and the focus on Jerusalem that emerged as a key factor as the crusade recruitment campaign got underway). Candidates may discuss motivation in relation to general groups as well as particular individuals.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
2	<p>In assessing importance, candidates may refer to the cooperation that the Crusader princes achieved at key times (eg at Nicaea and Antioch), and the generalship of particular leaders (and Bohemond, in particular, may get star treatment here). However, candidates may also refer to the overall leadership provided by Adhemar of LePuy, the inherent divisions and differences that threatened to jeopardize any success (by discussing, for example, the rivalry between Raymond of Toulouse and Bohemond at Antioch). Such treatment needs to be set in the context of other factors that contribute to any explanation of the First Crusade's success, such as: the divisions and weaknesses of the forces ranged against the Crusade both in Asia Minor and in the Holy Land; the role played by the Emperor Alexius and his aides; the prowess of crusader knights; the unity of religious aim, motivation and sheer determination that was a feature of the crusader army and its rank and file.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>Candidates must deal with the given factor even if they wish to argue that other factors were more important. In relation to lack of united opposition, candidates may well examine the relations between the Crusader states (particularly the Kingdom of Jerusalem) and the neighbouring Muslim states of Egypt, Damascus, Aleppo and Mosul in particular. They may well discuss the impact of the religious divide between Sunni and Shiite Muslims as well as the local rivalries between Muslim states. They may argue that the initial establishment and survival of the Crusader states owed much to the fact that at no time before Nur ed din and arguably not until Saladin was there united action against the crusader states and that the survival of the crusader states was only seriously threatened once such unity emerged. Candidates may refer to the slow growth of the idea of jihad, and to the reasons why the campaigns of Ilghazi, Mawdud, and (less so) Zengi gained only limited success. Discussion of lack of Muslim unity needs to be balanced against other factors such as the ability of the Crusader States' rulers, the development of the military orders, the use of castles, the influx of western crusaders and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
4	<p>No specific answer is looked for, but candidates do need to deal fully with the role of the papacy and the Church even if they wish to argue that its importance was not as significant as other factors. In relation to the Church and the papacy candidates may discuss some of the following (in no particular order): patronage of Church towards humanists (like Brunni and Bembo) and artists (like Masaccio, Raphael and Michelangelo), sculptors (like Brunelleschi); influence of the Church more generally in shaping the context of Renaissance art/sculpture and writing – the importance of religious themes and scenes (candidates may refer to particular examples (Leonardo's 'Last Supper', Michelangelo's 'Pieta' etc.)); the role of specific popes – such as Julius II's employment of Bramante and Raphael and Pius II who was himself a humanist scholar, or Nicholas V and Sixtus IV who created and developed the Vatican Library and the popes Leo X and Clement VII who made Rome the centre of the Renaissance. There may be some discussion of the later period where the influence of Rome gave way to Venice, although religious themes remained dominant. Such discussion needs to be set in the wider context of developments in the Renaissance – the role of the nobles, princes, guilds and other patrons who commissioned and influenced the subject matter of the Renaissance, the influence of classical ideas and literature, the individual genius of particular artists and writers and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>No specific answer is looked for, but candidates do need to deal fully with the role of the Medici in Florence even if they wish to argue that other factors were as or more important. Discussion of the role of the Medici in Florence may include reference to Giovanni di Bicci, Cosimo (Medici palace), church of San Lorenzo (Brunelleschi), monastery of San Marco (Fra Angelico), Gozzoli's 'The Procession of the Magi', Piero, Lorenzo (patron of Ficino and other Neo-Platonists). Candidates may discuss the influence of the Medici in terms of both patronage and their influence over the type and style of art. Such discussion needs to be balanced against other influences, such as that of the guilds (wool, cloth, silk merchants in particular), other prominent individuals (the struggle between the Strozzi family and the Medici for example), the reaction against the lavish patronage and subject matter that came with Savonarola after the fall of the Medici in 1494 (eg Savonarola's influence on Botticelli, and the influence of the Florentine Republic after 1498 with its emphasis on civic virtues).</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
6	<p>No specific answer is looked for, but candidates do need to deal fully with the role of the Italian Renaissance even if candidates wish to argue that other influences predominated. On the influence of the Italian Renaissance, candidates may discuss the influence of Rome and the Church, attendance of northern students at Italian universities such as Bologna and Padua, the exposure of foreign merchants to Italian Renaissance art/sculpture/humanist ideas etc. in the major centres of trade (Florence, Milan, Venice). Candidates may discuss the influence of Italian artists in the work of Holbein and Dürer and the influence of Italian humanism on northern humanism. Candidates may balance such discussion against native and distinctively northern characteristics/developments including, for example, the Christian focus of northern humanism and its concern for true reading of the scriptures (albeit by using the methods of Italian scholars) – there may be reference to Reuchlin, Erasmus, and others. Similarly there may be reference to the distinctiveness and realism of northern artistic developments, particularly in relation to Dutch art and the concerns of northern patrons and the influence of Lutheran and Calvinist ideas. Candidates may well argue that whilst the Italian Renaissance did influence developments in art, architecture and ideas north of the Alps, developments here were essentially distinct.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>Candidates must deal with royal patronage even if they wish to argue that it was not as significant as other factors. Candidates should recognize that the focus is on overseas exploration rather than empire-building, although there is some overlap (to the extent, perhaps, that both Cortes and Pizarro, for example were both exploring as well as conquering and acquiring territory). Candidates are likely to focus on the roles of Ferdinand and Isabella, and Charles I. They may well suggest that royal patronage was vital to the success of Spanish overseas exploration and discuss the voyages of Columbus, for example, in relation to this. They may also discuss the acquisition of the Canaries by treaty with Portugal in 1479 (an important staging post for voyages across the Atlantic). However, candidates may balance this by noting Isabella's rejection of Columbus' request for support in 1486. They should also balance any discussion of royal patronage against other factors such as technological developments (carrack, ability to calculate latitude), geographic position, strong economic motivations, the role of individuals (Columbus, Balboa, Vespucci, Magellan etc.), the nature of Spanish nobility (aggressive bravery and adventurism borne of the Reconquista).</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>Candidates will need to discuss and evaluate a range of motives to score well. The focus should be on motives and not on the reasons for Portugal's development of an overseas empire. Some candidates may discuss the motives of individuals from princes like Henry the Navigator and John II to explorers such as Diaz, da Gama and Cabral. There might be discussion of religious motives and the desire to link up with Prester John in Africa. Some candidates will focus on the economic motives, such as the lack of raw materials within Portugal and the need to expand to find gold. This might also be linked to the need for slaves for a workforce. There might be some consideration of the desire to find a route to the spice islands given the cost of spices and the profits that could be made. This might be linked to the costs caused by the overland route or the fact it was largely controlled by Muslims and the growing animosity between Christians and Muslims. Examiners should be aware that candidates who consider issues such as technological developments or Portugal's geographical or political position should not be highly credited.</p>	50	<p>No set answer is looked for but candidates will need to address the question set.</p>



Question	Answer	Marks	Guidance
9	<p>The focus of the answer must be on the development of the overseas empire and not the reasons for overseas exploration, which has already been covered in Question 7. The focus should therefore be on reasons for their success. Candidates may consider issues such as Spain's military power which enabled a small number of conquistadors to overcome much larger forces, and there might be reference to specific examples, such as Cortes. Some might consider the attitudes of the native populations, eg towards Cortes and Pizarro, and how this made it easier for the conquistadors; this might also be linked to religious reasons and the support of the Papacy, which might be linked to the Treaty of Tordesillas. Some candidates might take this further and consider the attractiveness of lands in the Americas which encouraged colonisation and therefore allowed the empire to develop. This might lead to a consideration of the desire for wealth through cochineal, sugar, cocoa and cotton, which encouraged further settlement. There might be consideration of the technological developments which allowed ships to cross regularly and supply the colonies.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>Candidates may discuss how far the religious policies of Ferdinand and Isabella were religiously motivated and then conclude whether they deserved the title. There are a range of issues that candidates might consider. This might include the conquest of Granada, which saw the defeat of the Muslims and the spread of Christianity to the Americas through Columbus. There may be discussion of the establishment and role of the Inquisition in dealing with Jews and Moors, and some may argue that in this aspect Isabella was more deserving of the title than Ferdinand, although both expelled the Jews in 1492. There might be consideration of the policy towards convivencia, which was ended in Castile, but continued in Aragon. Some may note that Ferdinand appeared more concerned not to damage the economy of Aragon and that the mudejars were still tolerated, whereas Isabella expelled them in 1502. However, neither monarch was able to establish religious uniformity, and therefore some might argue they did not deserve their title. Some answers might discuss the reform of monastic orders, which took place under both monarchs and there might also be mention of the acquisition of clerical patronage and how the powers were used. Some may conclude that Isabella was more pious than Ferdinand, others might argue that religion was used as a tool to bring some unity to the kingdoms and therefore they do not deserve the title. Candidates who argue that other issues were more important than religion and then focus on other policies should not be highly rewarded.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>Candidates may well argue that many of the problems Charles I faced were to a significant degree of his own making – the use of foreign advisers, his foreign status, his absenteeism, his use of Spanish taxes in support of his wider ambitions (to become Holy Roman Emperor, in his wars). However, others may argue that many of the problems he faced were of a longer term (inherited from Ferdinand and Isabella) or intractable nature – problems of finance, control of nobility and towns and so on. Candidates are likely to discuss some or all of the following: the <i>Comuneros</i> and <i>Germania</i> revolts (the latter not fully resolved until the pardon issued in 1524); the tensions between towns and grandees; the problem of raising money via the Cortes of Castile, Aragon and other provinces; the privileges of the same; the appointment of ministers; Charles' delay in arriving and his subsequent absence; his other ambitions and commitments (and the use of Spanish resources to pursue them) and so on.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
12	<p>Candidates may identify the problems that Charles faced, such as unrest, relations with the nobility, administration of a large kingdom, particularly after the acquisition of the lands in the New World, the problem of the Moriscos, financial strains and his frequent absences. Better answers may assess the degree of effectiveness by judging his rule against issues such as maintaining order or establishing adequate systems to deal with the problems. Some may argue that he was effective in maintaining order after the Germania and Comuneros revolts, however others might suggest that he was less effective as the cost of support from the nobility was tax exemption and acceptance of their local power. Some may argue that he was effective in establishing an administrative system Many may suggest that he was less effective in dealing with the financial problems as despite the influx of silver from the New World, his son was bankrupt soon after coming to power and that the wealth was not used for the benefit of Spain. It might also be argued that he was effective in preventing the spread of heresy to Spain, although this might be balanced against the cutting off of Spain from the rest of Europe.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>Candidates will need to discuss and evaluate a range of reasons to score well. The focus should be on the reasons for the publication of the Theses and not just a general list of problems of the church within the Empire. Some may argue that he published them for academic debate and did not intend for them to spark a mass movement; this was the result of the printing press. Some might be aware that the publication on a church door was not an unusual event. Candidates might be aware that their publication coincided with the day indulgences were due to be sold in Saxony, therefore the aim was for maximum publicity of his ideas. Candidates may show some understanding of Luther's ideas. He was convinced that the Church's teachings on salvation were fundamentally incorrect, good works were not just useless in gaining salvation, they could lead to damnation if they replaced faith. Luther believed that through sola fide he had found the answer to salvation and wanted to put this forward and encourage theologians to look for answers in the Bible, where the true meaning of God could be found. Many may focus on the issue of indulgences and why Luther was opposed to them. Many would have come to Wittenberg to buy them from Tetzel and Luther hoped to convince the Archbishop of Mainz, under whose authority Tetzel was operating, that the sale of indulgences should be stopped.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	<p>Candidates will need to identify and analyse a range of reasons across the whole period and evaluate their relative significance and/or the linkages between them to score well. Candidates may discuss some of the following reasons: Charles' absences; the significance of events surrounding the Diet of Worms; the role of the princes (especially Frederick of Saxony); the social and religious context in which Luther's ideas were spread; the significance of humanism; the printing press; the appeal of Luther's ideas amongst the peasantry and in the cities; the role of the von Hutten; Philip of Hesse, the Schmalkaldic League and developments to the Peace of Augsburg. Candidates may argue that, despite his desire to crush Lutheranism, Charles V was unable to give the religious crisis in the Empire his close attention (because of absence and other problems) and could not act without the support of the princes. The role of Frederick of Saxony in protecting Luther in the early years may well be emphasized.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>Candidates may discuss the idea of 'threat' and use the criteria to judge how serious it was. Some may argue that the continuance of the wars was a threat as they kept Charles embroiled for most of his reign. Others might suggest that they were a threat because they were concerned with a dispute over rightful inheritance and, therefore, as personal property and family honour were involved, were particularly serious. Some may suggest that France was not a threat as they were surrounded and lacked the resources that were available to Charles. There might be discussion of some of the military conflicts and outcomes to illustrate that France could be a threat as they were able to capture Milan in 1524, but it might also be argued that this was short-lived and Francis was captured at Pavia and the French were defeated at Landriano. However, some might also note that France was still a threat as Charles was unable to use the Treaty of Madrid to his advantage; France was able to make alliances with the Turks and held talks with the Schmalkaldic League. There might be discussion of the Peace of Cambrai as Francis had to accept the loss of Milan and Naples. Some may argue that the constant attempts by the French to regain lands made them a threat and point to the period 1536-7 when they occupied Savoy and attempted to recover Milan. Some may argue that Charles' financial problems, particularly in the latter years, made France a threat, but Henry II was also short of money. There might be some who argue that France was less of a threat under Henry II as he was more cautious, but he did attempt to forge even closer links with the Protestant princes and the Ottomans. Henry was able to capture Metz, Toul and Verdun, suggesting France was a threat, but defeats at the end of the period at St Quentin might be used to argue that there were limits to the threat and that the financial weakness of both sides added to the diminution of the threat.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>Candidates might identify the problems facing Philip in 1556; this might include issues such as finance, the economy, government and administration, religion, the power of the nobility and the impact of the Americas and foreign policy on rule in Spain. Bankruptcy early in the reign may be used to suggest that finance was a serious problem caused by debts, as Philip inherited a 36 million ducat debt, noble exemption from taxation and the demands made by Philip on Castile to fund commitments outside Spain. Some might suggest that the bullion from the New World lessened the problem, but others might argue that it created other problems. Religion might be seen as less of a problem as heresy had not spread to Spain and Charles had carried out some reform, but other might argue that the problem of the moriscos still remained. This might be linked to his role of defending Christendom and the Spanish territories on the North African coast; Tripoli had fallen in 1551 and it might therefore be seen as serious. It might be argued that the fear of the spread of Protestantism was a problem and resulted in the ending of the war against France and Philip's attendance at an auto de fe on his return as a Protestant cell was found in Vallaolid, but this was limited. The problem of government was serious as each kingdom had its own customs. The nobility exercised considerable power, yet Philip needed their support, but Medina Sidonia controlled much of Andalucia and could raise a large private army. There was also the problem of poor communications and inefficiency.</p>	50	No set answer is looked for but candidates will need to answer the question.



Question	Answer	Marks	Guidance
17	<p>Candidates may address success in relation to the problems he faced, what he was trying to achieve and the results of his policies. Candidates must consider the named factor if they want to access the higher levels, even if they conclude it was not the least successful domestic policy. They may consider other areas of domestic policy such as government and administration, relations with the nobles, factions, relations with the provinces and religion. Many may argue that finance was the least successful and comment on the frequent declaration of bankruptcies in 1557, 1575 and 1596 as well as the suspension of interest payments on debts in 1560. Some may argue that his system of governing was the least successful as it weighed him down with large volumes of state papers which created delays and mistakes. It might be argued that the conciliar system of government was successful as Philip developed it; the regional council was reorganised and three new ones created, and to supplement the councils, juntas were established. However, some may argue that despite this Philip failed to control faction and rivalry and this remained throughout the reign with Alba, Eboli, Perez, Idiaquez, Zuniga, Chinchon and Moura. His policy towards the aristocracy was not successful as he was unable to reduce their power and relied on them to help rule. Religious policy was largely successful as the spread of heresy was prevented and the implementation of much of Trent helped to improve the Spanish church.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>Candidates will need to discuss and evaluate a range of reasons to score well. The focus should be on why the revolt lasted so long. Candidates may discuss some of the following: the significance of the Sea Beggars, Alva's actions and the weakness of other leaders, the geography of the Netherlands; popular resentment of Spain, the roles of William of Orange and Maurice of Nassau, army mutinies and shortage of funds, the ever increasing demands placed on the Spanish army with the Armada and the war in France, the Union of Utrecht, aid given to the Dutch by both England and France. Candidates may argue that the key reasons lay in the different demands made on Philip across Europe and the problems of finance and supply that this caused for the Spanish forces. This might be balanced against the strength of the Dutch who were aided by leadership, Dutch particularism, geography and religious zeal. However, some may argue that economic growth and trade aided the Dutch as it sustained the republic.</p>	50	No set answer is looked for but candidates will need to answer the question.

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