

**GCE**

**History A**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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

Annotation	Meaning
<b>BP</b>	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
<b>A</b>	Assert
<b>AN</b>	Analysis
<b>DET</b>	Description
<b>DEV</b>	Develop
<b>EXP</b>	Explains
<b>F</b>	Factor
<b>IRRL</b>	Irrelevance
<b>J</b>	Judgment
<b>LNK</b>	linked
<b>NAQ</b>	Not the question
<b>SC</b>	Simple comment
<b>X</b>	Error/wrong
<b>V</b>	View

**2. 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.**

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

Notes:

- (i) Allocate marks to the most appropriate level for each AO.
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found.
- (iii) Many answers will not fall at the same level for each AO.
- (iv) Analysis refers to developed explanations; evaluation refers to the argued weighing up/assessment of factors in relation to their significance in explaining an issue or in explaining linkages between different factors.

AOs	AO1a	AO1b
<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
<p><b>Level II</b></p>	<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>
<p><b>Level III</b></p>	<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>To what extent were political motives the main reason for the First Crusade?</p> <p>No set answer is looked for but candidates must answer the question set. There are a number of reasons that candidates might consider to explain the motives behind the First Crusade, however even if they argue that political motives were not the most important reason they must write a good paragraph on the named factor. In terms of political factors candidates might consider issues such as papal power and the Investiture issue, which had damaged the reputation of the papacy or the desire to increase papal influence by aiding Alexius. It might be argued that rather than aiding the Byzantine Empire Urban wanted to conquer land for Rome and extend its influence; this would make Urban appear to be the greatest leader in Europe, above princes and emperors. The papacy would also increase its political status in Europe, building on the reforms of previous popes and exploiting Gregory's victory over Henry IV. Other issues that candidates might consider include the diversion of warring European kingdoms to create peace in Europe. There might also be discussion of the threat posed by the Turks to the Byzantine Empire. There might also be consideration of religious motives and the desire to extend the influence of the western Church. Some might discuss the link with the already established tradition of pilgrimage, to which was now added the concept of 'holy war.'</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
2	<p>How strong were the Crusader States in the period to 1192?</p> <p>No set answer is looked for but candidates must answer the question set. At the higher levels candidates will need to address the issue of 'how strong.' Candidates might argue that the strength of the Crusader states varied over time and that their strength was dependent upon issues such as Muslim unity or disunity or the strength of the various kings and rulers of the states, particularly the king of Jerusalem. Some candidates might suggest that the states were vulnerable geographically and that the settlers always faced the problems of climate and numerical inferiority, however despite this there were periods of growth. There might be consideration of issues such as competent leadership, skilful tactics – such as the avoidance of battle- which gave the appearance of strength. There might be consideration of issues such as the deployment of defensive positions based upon castles and the contribution of military orders. Some might discuss the use of military and diplomatic skills to keep Muslim disunity which added to the Crusader strengths. There might also be consideration of issues such as support from Byzantium, which was uneven for much of the time, or supplies from the west.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
3	<p>How far did the Muslim world’s reaction to the Crusader states change during the twelfth century?</p> <p>No set answer is looked for but candidates must answer the question set. However, at the higher levels candidates will need to address the issue of ‘how far.’ There are a variety of issues that candidates might consider and these could include the development of the concept of ‘jihad’, which was developed by Nur ad-Din and became a real concept of political and military power against the Christian West. This resulted in increased military efforts against the Crusader States which led to victory against Prince Raymond of Antioch at the Battle of Inab in 1149 and confirmed the Muslim hold over Edessa and then in the 1160s he began to threaten the Crusader kingdoms and this explains Almaric’s appeals to the West for help. In the period before Nur ad-Din candidates might consider the divisions within the Muslim world between the Fatimids and Abbasids and its impact. Candidates might also consider the impact of Saladin and the unity he brought to the Muslim world. However, some might note that before he could challenge the Crusader states he had to secure his own position as he was the guardian of Sunni orthodoxy and therefore the target of attacks from Shia’s. Eventually he was able to regroup and energise Islam faster and more effectively than the Christians. The Crusaders had made alliances with Muslim factions at the start of the period, but after the Second Crusade attitudes continued to harden. Given Crusader numbers they could not afford to be continuously at war with the Muslims, but with Muslim unity they were no longer able to exploit the divisions and faced a united force once Saladin had been able to force Aleppo to surrender in 1183 and Mosul had to recognise him as overlord in 1185.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
4	<p>'Cultural conditions were the most important reason for the development of the Renaissance in Italy.' How far do you agree?</p> <p>No set answer is looked for but candidates must answer the question set. At the higher levels candidates will need to address the issue of 'how far' and not simply provide a list of reasons for the development of the Renaissance. Candidates should also write a good paragraph on the named factor even if they want to argue that cultural conditions were not the most important factor. In discussing the importance of cultural factors candidates might consider the impact of classical influences and heritage on the development of the Renaissance; this might be linked to both the impact of art and architecture. However, there are other factors that candidates might discuss and this could include issues such as patronage as patrons were not only consumers of the art but also exercised influence over its content and style. Some answers might differentiate between the different types of patronage from the Church to guilds and nobles and how that influenced the developments. There might also be discussion of the contribution of individual artists, architects, sculptors and thinkers. Some answers might focus on the political factors and argue that city rivalry was important and this could be linked to some of the works of art in Florence. There might also be consideration of the development of new techniques or the rediscovery of old, such as perspective, which might then be linked back to cultural influences.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
5	<p>How far did painting change in the Renaissance?</p> <p>No set answer is looked for but candidates must answer the question set. Candidates should consider a range of reasons which led to the developments in the visual arts in this period in order to assess 'how far' the nature of painting changed. There may be a strong focus on the classical heritage of Italy, but stronger answers will look at how far these ideas were adopted and adapted. There may be consideration of factors such as the talent of individual artists, the needs of patrons, the influence of political structures, the influence of humanism and the influence of the Church. The arguments should be supported by reference to a good range of examples of artists and their works to exemplify their arguments. Some candidates might suggest that the nature and influences varied from region to region, others might suggest that over the period the nature of painting did change as religious influences were less dominant and might point to the work of artists such as Botticelli. However, some may argue that the nature of painting did not change because of the continuing influence of classical heritage and continuing religious influences. There might be discussion of issues such as the development of perspective, the use of new techniques and materials and innovative approaches to subject matter.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
6	<p>Assess the main developments in social and political thought in the period from c.1400 to c.1550.</p> <p>No set answer is looked for but candidates must answer the question set. This is a wide ranging question as candidates can consider developments both north and south of the Alps and examiners should not expect candidates to cover all issues, what matters is the quality of analysis. Stronger answers will weigh up the relative importance of the developments that they discuss. Candidates 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 Machiavelli and so on. However, candidates may well argue that humanist thought was new and revolutionary, 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’ to Christianity and the reality of the early modern world, and that there was a real break with the Medieval and even the Classical past. Candidates may discuss the distinctiveness of developments north of the Alps such as the development of Christian humanism that was less inspired by the examination of Greek and Roman classics and more by a concern to apply humanist ideas in a Christian context. In relation to this they may refer to the <i>Devotio Moderna</i> and the importance placed on the true reading of scripture (albeit by using the methods of Italian scholars) and the reality of religion. There may be reference to Reuchlin, Erasmus, Colet and others.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
7	<p>'The most important motive in exploration was personal.' How far do you agree?</p> <p>No set answer is looked for but candidates must answer the question set. Candidates will need to consider the issue of personal motives if they want to reach the higher levels, even if they argue that it was not the most important reason. Examiners should also note that candidates may draw on examples from both Spain and Portugal to support their argument. Personal motives is quite a broad term and examiners should recognise this when marking responses; it might include issues such as religion and candidates might point to the support given to Columbus by Isabella to support the claim. There might also be a discussion of the importance of glory and individual renown which appeared to drive explorers such as Cortes. Some might also note that establishing a name could also be applied to princes, such as Henry the Navigator, who as he was unlikely to rule saw the patronage of exploration as a way to make his mark. However, candidates are likely to consider other issues such as economic factors; particularly gold, silver and the spice trade, religious reasons, political, particularly in the case of Portugal where stability allowed the early voyages to occur. There might also be some discussion of the technology available, but the question does suggest motives and this should not be over-rewarded.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
8	<p>Assess the reasons why Spain and Portugal were able to develop overseas empires in the period from c.1445 to c.1545.</p> <p>No set answer is looked for but candidates must answer the question set. Candidates must assess a range of reasons, evaluating their relative importance and/or links between them. Candidates do not have to differentiate between Spain and Portugal, but it may be a characteristic of higher level answers. Candidates may stress European technological superiority referring to the significance of steel weapons and armour, gunpowder and cannon; they may also refer to the significance of the mounted warrior and the horse. They are likely also to refer to the attitude of native tribes – and the alliances, for example, that Cortes was able to forge with those resentful of Aztec supremacy in Central America. Others may point to the significance of disease in decimating native populations. Candidates may stress importance of gold as a motivator for conquest and acquisition of territory. Cortes was motivated at least in part by the rumours of a vast wealthy empire in the heart of Mexico, and Pizarro plundered the Incan empire of Peru. The hope of (easy) riches was clearly a strong motivator for those who forged the Spanish Empire in the Americas and brought conquistadors. However, there were other factors such as land for colonization (from the start settlers set out from Spain and the granting/seizing of large <i>encomiendas</i> encouraged such settlement). There was the wealth to be made from cochineal, sugar, cocoa, cotton as well as food staples. Another reason can be found in religion. The Church came with or followed the sword. Isabella was keen that natives were converted from the start and received papal encouragement in 1493 – by 1536 there were over 5 million converts in New Spain (Mexico). In considering the Portuguese Empire candidates might note that it was largely established as a series of trading posts and only later became an Empire in the sense of the Spanish Empire. Some may suggest that it was the very nature of trading posts that allowed them to establish a foothold which was subsequently developed into an Empire in both Brazil and the Far East.</p>	50	No set answer is looked for but candidates will need to address the question set.



Question	Answer	Marks	Guidance
9	<p>Assess the impact of the Spanish Empire on its subjects.</p> <p>No set answer is looked for but candidates must answer the question set. Candidates may discuss the question in terms of positive and negative consequences, short or longer term effects. Examiners should not expect a 50:50 balance between the impact on the Empire and Spain. They will argue, for instance, that the impact on Mexico and Peru was negative (in the short term), pointing to the destruction of native civilizations and cultures and the imposition of Spanish and Catholic ways of life. They may also point to the deliberate exploitation of these colonies in the interests of Castile (no least through the extraction of their gold and silver) and the forced labour required of native populations on the settlers' <i>encomiendas</i>. Further they may discuss the demographic impact of the arrival of Europeans with their diseases against which natives had little resistance. Candidates may balance such analysis with discussion of possible (longer term) positives. Mexico and Peru were colonized and settlers wanted to develop their economies and wealth: cash crops like sugar and cotton were developed as were various cereals; European cattle, sheep and horses were introduced and thrived. The Spanish brought with them their systems of government and administration. In discussing the impact on Spain candidates may 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. Such discussion may be balanced against the downsides of her empire: the costs and organisation of control of her far-flung territories; the control of conquistadors and the colonies established; the distorting effects that the import of gold and silver began to have on the economy; the security and policing of the routes to and from the New World; the problems posed by native populations.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
10	<p>'The Reconquista was Ferdinand and Isabella's most successful religious policy.' How far do you agree?</p> <p>No set answer is looked for but candidates will need to address the question. In order to reach Level III for AO1b candidates will need to write a good paragraph on the named factor even if they want to argue it was not the most important. Success may be assessed in a number of ways: against aims; against results; and in the light of historical context. Candidates will need to identify and analyse Ferdinand and Isabella's religious policies. The areas considered may include: the conquest of Granada, policies towards Muslims in Granada including the expulsion of 1502; policies towards the Catholic Church (to achieve royal domination of the Church, to access the Church's wealth, and to reform the abuses within the Church); and the role of the Inquisition and policies towards the Jews. Candidates may argue that whilst the conquest of Granada was successful the policies towards the Muslims there had mixed success (the <i>Morisco</i> 'problem' was to remain until the 17th century, for example). They may argue also that Ferdinand and Isabella enjoyed considerable success in their policy towards the Church, effectively controlling appointments and winning considerable concessions from the Papacy in Granada and the New World. However, they may argue that Cisneros' attempts to reform the clergy were less successful. Judgement on the work of the Inquisition, policies towards <i>conversos</i> and the expulsion of the Jews is likely to be one of mixed success.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
11	<p>How powerful were Ferdinand and Isabella as monarchs?</p> <p>No set answer is looked for but candidates must answer the question set. At the higher levels candidates must address the issue of ‘how powerful’ and not simply provide a list of reasons as to why they were or were not powerful. Candidates might consider issues such as the success in the civil war at the start of the period and this might also be linked to the reduction in the power of the nobility, although candidates might argue that this was managed rather than solved. There might be some consideration of the success of a peripatetic monarchy, the problem of administration and the disparate inheritance, none of which were really resolved. Some candidates might discuss whether they were able to produce a settled administration and government which were needed for a powerful monarchy and this might be linked to the issues of both finance and religious unity. There might be discussion of the issue of a pluralist society with Jewish and Muslim communities within a Christian state and whether it weakened the monarchy. This might lead to a consideration of the success of the Reconquista and the advantages it brought. Some might even argue that Columbus’ voyages added to the prestige and therefore the power of the monarchs. There might also be a discussion of the powers and role of Ferdinand in Castile and the strong sense of independence within Aragon and Aragonese sense of danger of Castilian dominance.</p>		<p>No set answer is looked for but candidates will need to answer the question.</p>

Question	Answer	Marks	Guidance
12	<p>'Charles I failed to improve the economy and finances of Spain.' How far do you agree?</p> <p>No set answer is looked for but candidates must answer the question set. At the higher levels candidates must address the issue of 'how far' and not simply provide a list of examples of success and failure. Many candidates might consider the economy and finances together and not distinguish between them; as this is AS it is acceptable. The continued use of <i>juros</i> encouraged the prosperous to take up more leisured lifestyles which meant they did not invest in the economy. The continued failure to change the balance between wool and grain which was distorted by the <i>Mesta</i> had an impact. Similarly population growth had an impact on grain production and meant more had to be imported. The impact of inflation may well be discussed. The Americas encouraged wool production and urbanisation. The heavy tax demands created by constant warfare had an impact on finances. Some may argue that a sound economy was undermined by the imbalance between grain and wool and by the financial exactions of the crown. In contrast, some may argue that there were areas of industrial and urban growth. Candidates may discuss the huge demands Charles made on Spain's (and particularly Castile's) resources and may discuss the costs associated with Charles' foreign policy and war which ate a very high percentage of royal income each year. They may suggest that the fact that Spain effectively had to sustain all Charles' imperial ambitions (whether or not they were directly in Spain's interest). They will point to the accumulation of debt that led his successor to declare bankruptcy soon after his accession. Candidates may discuss the <i>alcabala</i> tax and its conversion to a local fixed sum payment whose real value was eroded through inflation. They may point to the increased reliance on <i>servicios</i> granted by the Cortes of Castile and the increase in it. They may point to the tax privileges of the nobility and the use of the Church as a source of income. They are likely to refer to the income from the Americas as well. Some positive points can be made here, but candidates may point to the increasing use of loans (<i>juros</i>), the selling of offices and certificates of nobility to cover expenditure. They may also point to the failure to persuade the nobility to share the tax burden with the failure of his proposed <i>sis</i>a tax on food. Candidates may also point to the impact of Charles's financial exactions on the Spanish/Castilian economy and society.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
13	<p>'The most important reason for the limits to Charles V's power as Holy Roman Emperor was the impact of Lutheranism.' How far do you agree?</p> <p>No set answer is looked for but candidates must answer the question set. At the higher levels candidates will need to address the issue of 'how far' and not simply provide a list of reasons as to why Charles' power as Holy Roman Emperor was limited. Even if candidates want to argue that there were other more important reasons they will need to write a good paragraph on the named factor to reach Level III for AO1b. The focus in the question is on the limitations to Charles V's power. This is not just a question about his relationship or difficulties in dealing with Lutheranism, although candidates must deal adequately with the issue of how Lutheranism did limit his authority/power. They may consider issues such as the military alliance of the Schmalkaldic League and its impact or the problem of the number of Electors who were Lutheran and the possible consequences. There may also be discussion about the impact of Lutheranism on the towns and knights and how that impacted on the power of the Emperor. Candidates are likely to discuss Charles's desire to win princely support and the issues arising from their religious allegiance. Candidates are likely to discuss how the limitations imposed by princely power are closely linked to other limitations on his power, such as the circumstances of his election as Holy Roman Emperor and the nature of the Empire and his position within it, the role of Diets, the limitations placed on him by virtue of his other responsibilities (e.g. as King of Spain), the issues created through his wars with France and the Ottomans.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
14	<p>How much support was there for Lutheranism within the Holy Roman Empire in the period to 1555?</p> <p>No set answer is looked for but candidates must answer the question set. At the higher levels candidates will need to address the issue of 'how much' and not simply provide a list of groups that did support Lutheranism. Candidates might structure their answer by considering the amount of support among the various groups within society and some might suggest how this varied over time. Some might argue that there was growing support among the princes for Lutheranism and this was reflected in both the Schmalkaldic League and the Peace of Augsburg in 1555. There might also be some discussion about the degree of support for Catholicism among the princes. Candidates might consider support among the towns and this might be contrasted across the period with support among the princes. There might be discussion about popular support given the appeal of Luther's message and the anti-clerical and anti-papal feeling in Germany, but some might balance this against Luther's condemnation of the Peasant's War. Some stronger answers might differentiate between genuine religious support for Luther's views and its use for political gain and argue that the princes used it to increase their power. Some might also argue that it is difficult to quantify support as the princes could impose their religious views on their state and this might not reflect popular opinion. There might be some consideration of the popularity of his writings and woodcuts.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
15	<p>Assess the reasons why the impact of Charles V's actions against the Ottomans was so limited.</p> <p>No set answer is looked for but candidates must answer the question set. The question requires candidates to 'assess' the reasons why Charles' actions had a limited impact and therefore answers that provide a list of reasons but do not consider their relative importance will be limited to Level III for AO1b. Candidates may consider the scale of the problems that Charles faced and suggest that the threat from France, Lutheranism or the German princes was of greater and more immediate importance and therefore Charles gave the Ottoman threat less priority. Some may consider the lack of a navy to take on the Turks or the unwillingness of a German army to cross the frontier into Hungary. It might also be argued that the threat was never great enough to warrant full scale concentration as the Ottomans were also stretched and therefore Charles was correct to limit his actions. However, some may argue that Charles could not simply finance a full scale and continuous war on such a large front, ranging from the Mediterranean to Hungary. However, some may suggest that the impact of his actions was not limited as he was able to contain the Ottoman threat and given all his other problems this was a great achievement.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
16	<p>'The Moriscos were the most serious internal problem facing Philip II in his rule of Spain.' How far do you agree?</p> <p>No set answer is looked for but candidates must answer the question set. 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 considering the Moriscos candidates might discuss the cost of putting down the rebellion, as well as the ease with which it was tackled and what the actual outbreak revealed about stability and Philip's policies within Spain concerning religious unity. However, some are likely to disagree with the quotation arguing that insufficient finance (itself dependent on the economy) underpinned and limited his ability to deal with many serious problems and therefore should be seen as more important. 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 may also discuss other problems, such as faction (Perez affair), relations with the nobility and the problem of the <i>conversos</i>.</p>	50	No set answer is looked for but candidates will need to answer the question.



Question	Answer	Marks	Guidance
17	<p>Assess the reasons why Philip II was at war for so much of his reign.</p> <p>No set answer is looked for but candidates must answer the question set. The question requires candidates to assess and not simply provide a list of reasons as to why Philip was at war for most of his reign. There are a number of issues that candidates might consider, some might argue that he had an imperial vision and his aggressive policy determined the course of his policy. Some may argue that his religious zeal and his desire to be the champion of the counter reformation explain his wars against England, the Turks and France. Some may suggest that Philip was defensive and was only at war because other nations feared his growing power and either directly attacked him or supported his enemies, as with England in the Netherlands. It might be argued that there was jealousy about Spain's overseas empire and unwillingness to allow others access. The question does not limit candidates to a discussion of external wars and therefore some consideration of the Dutch revolt is acceptable, although examiners should ensure that it does not dominate.</p>	50	No set answer is looked for but candidates will need to answer the question.

Question	Answer	Marks	Guidance
18	<p>How important were strategic factors in explaining why Spain was unable to defeat the northern provinces by 1609?</p> <p>No set answer is looked for but candidates must answer the question set. Even if candidates want to argue that strategic factors were not the most important factor they must write a good paragraph on the named factor. Candidates may take either a long or short term approach to the question. They may look at the final outcome and explain the failure of Spain or look at important events and key turning points. In considering strategic issues candidates might link it to the geography of the region, particularly the rivers or they might look at the strategic skills of the military leaders of the north, particularly Maurice of Nassau. Candidates might also consider the economic advantages of the north, religious issues which gave the northern provinces a cause for which to fight, the financial and military problems suffered by the Spanish, particularly towards the end of the period. There might be consideration of the increasing warfare that Spain was involved in and how this prevented Philip from giving full attention to the problems of the north, this might also be linked to Spanish military leadership in the north.</p>	50	No set answer is looked for but candidates will need to answer the question.

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