Markscheme

May 2016

History route 1

Higher level and standard level

Paper 2

The following bands provide a précis of the full markbands for Paper 2 published in the History guide on pages 71–74. They are intended to assist marking but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.**

16–20:	Answers are clearly structured and focused, have full awareness of the demands of the question, and, if appropriate, may challenge it. Detailed specific knowledge is used as evidence to support assertions and arguments. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively.
13–15:	Answers are clearly focused on the demands of the question. Specific knowledge is applied as evidence, and analysis or critical commentary are used appropriately to produce a specific argument. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented.
10–12:	Answers indicate that the question is understood but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context and understanding of historical processes, such as comparison and contrast are present. There may be awareness of different approaches and interpretations but they are not based on relevant historical knowledge. There is a clear attempt at a structured approach.
8–9:	The demands of the question are generally understood. Historical knowledge is present but is not fully or accurately detailed. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. There is an attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
6–7:	Answers indicate some understanding of the question but historical knowledge is limited in quality and quantity. Historical context may be present as will understanding of historical processes but underdeveloped. The question is only partially addressed.
4–5:	There is little understanding of the question. Historical details are present but are mainly inaccurate and/or of marginal relevance. Historical context or processes are barely understood and there is minimal focus on the task.
1–3:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There are no more than vague, unsupported assertions.
0:	Answers not meeting the requirements of descriptors should be awarded no marks.

Examiners and moderators are reminded of the need to apply the markbands that provide **the "best fit"** to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (eg, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: ie, responses that offer good coverage of some of the criteria should be rewarded accordingly.

Topic 1   Dynasties and rulers

1.   Examine the institutions and organizations that **either** medieval European **or** Islamic rulers used to successfully legitimize and sustain their rule.

Candidates must consider both of the named factors in terms of how they were used by rulers in order to develop and maintain support for their rule. Either medieval Europe or the Islamic world should be the focus of the response and candidates are expected to reach a reasoned conclusion.

Indicative content

Medieval European rulers:
• Central bureaucracies created regulations, supervised the population and collected taxes, which allowed for expansion of royal power.
• Law codes extended royal authority, limited power of local officials and established codes of behaviour for all.
• Law courts expanded the king's presence and prestige and were a source of revenue.
• Alliance with the Church increased the monarch's legitimacy through ceremonies such as coronations.
• The Church supported respect for authority and provided educated officials to the royal bureaucracy.
• The establishment of standing armies increased authority and reduced the ruler's dependence on the nobility.

Muslim rulers:
• The establishment of powerful standing armies stationed in key locations helped maintain the ruler's authority.
• The organization of a strong governmental structure to collect taxes and supervise the population was critical, as was gaining support from religious authorities.
• Alliances with influential local and tribal leaders provided important support to the ruler's authority.
• Successful military campaigns increased the ruler's popularity and authority.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

2. Examine the reasons for the rise of **either** the Fatimid **or** Carolingian Empire.

With reference to either the Fatimid Empire or the Carolingian Empire, candidates need to consider the reasons why their chosen empire rose to significance. Candidates should consider a range of reasons and provide a substantiated conclusion.

Indicative content

Fatimids:
• The conversion of the Berbers to the Ismaili faith, which provided a powerful army.
• The claim of the caliph to be descendant of Muhammad created more support.
• Their commercial operations in the Mediterranean provided additional wealth, leading to the conquest of Egypt.
• Their policies of tolerance attracted support from non-Muslim groups.
• The weakness and unpopularity of the Abbasids was a crucial factor.

Carolingians:
• Charles Martel restored and reunited the eventual Carolingian territory.
• The Carolingian leader Pepin ousted the Merovingians from power and was supported by the pope.
• Pepin was a successful military leader who expanded and consolidated the Carolingian territories.
• The Carolingians took over a successful and wealthy kingdom when they ousted the Merovingians.
• Charlemagne was a very successful military leader and administrator who conquered large amounts of territory and solidified his rule through a strong alliance with the Church.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

3. Evaluate the role played by invasion and settlement in the establishment of **one** Islamic **or** medieval European state.

Candidates should make an appraisal of the impact of invasion and settlement or conquest of their chosen state. They will need to consider other contributory factors for context, but the emphasis of the response should be on the named factor. A substantiated judgment should be expected.

Indicative content

- Candidates must select one medieval European or Islamic state and determine how important invasion and settlement were in the creation/foundation of that state.
- Popular examples may include: the Umayyad conquest of Spain in 714, the Seljuq invasions, the Fatimid State, the Crusader states, the Angevin Empire and the Carolingian Empire.
- Candidates must analyse how crucial the process of invasion and settlement was in the establishment of the state relative to other factors. These other factors may include: the ruler's popularity/personality with the population; new policies introduced by the conquering leader; support of key groups in the society such as the Church; the unpopularity of the previous rulers that may have caused the population to welcome an invader.
- Conquests were important in a number of ways: it could remove challengers to power; eliminate any groups that might challenge authority; subdue any possible thoughts of rebellion by the populace; act as a powerful force that could dictate policy and organize the society; make changes to institutions or have imported new institutions that would have solidified their power.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

4. Compare and contrast the success of William I of England (1066–1087) and Louis VI of France (1108–1137) in creating a strong central government.

Candidates should consider the extent to which the named rulers enjoyed success in creating a strong central government and should consider the similarities and differences in the nature of that success. Candidates may assert that one ruler was more successful than the other, but there is no prescribed method of response.

Indicative content

Compare:
- Both rulers were successful in gaining the support of the Church, which provided them with funds, prestige, advisers and bureaucrats for the royal administration.
- Both were successful in expanding their control of the administration of justice through royal courts, which expanded their authority.
- Both were able to expand their personal prestige and eliminate any rivals for their thrones.
- Both men laid down the foundations for their successors to continue as powerful rulers.

Contrast:
- William was successful in reducing the power of the nobility through a rigorous feudal system while Louis struggled to control powerful vassals and made only modest progress in expanding his authority over them. He failed in his attempts to control Henry I as Duke of Normandy.
- Louis controlled only a portion of his kingdom while William conquered all of Britain, retained Normandy and eliminated any sources of resistance.
- William introduced extensive new legal codes, taxation systems and bureaucracies. Louis tried to do the same but with far less success.
- William was a powerful and successful military leader while Louis was not always a successful military leader.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

5. Examine the reasons why **either** Frederick I (Barbarossa) (1155–1190) **or** 'Abd al-Rahman III of Spain (912–961) was a successful ruler.

Candidates must analyse the success (or otherwise) of their chosen exemplar as ruler of Spain. The focus should be on an analysis of their level of success in achieving their goals and not simply a narrative of their career as a ruler.

Indicative content

Frederick I (Barbarossa):
- Frederick I wished to restore his authority in Germany and unite Germany into a peaceful realm. In addition, he sought to reassert control of the Holy Roman Empire over Italy.
- In his efforts to reassert his authority over the feudal lords in Germany, Frederick outlawed private wars. He was initially successful but because of his absences and devotion of resources to Italy, his aims ultimately failed and he was unable to assert his authority effectively.
- He failed to develop an effective administration that could maintain order in his absence.
- Germany became more divided than before among the powerful nobles.
- He devoted many resources to controlling Italy and exercising control over the papacy. In both these aims he was ultimately unsuccessful due to the continued resistance of the Italian towns and the papacy.
- Frederick was not a successful ruler in terms of the goals that he had hoped to accomplish.

'Abd al-Rahman III:
- His goals were to restore the territory and power lost under his father, and to restore the financial stability of the caliphate and to expand its power. He wished to maintain the wealth and opulence of the lands of the Caliphate. He also had to defend against threats from other Muslim groups such as the Fatimids in North Africa.
- He built a magnificent palace at Madinat al Zahra that far surpassed any European edifice and was a powerful symbol of the dominance of the Umayyad dynasty. He expanded the libraries of Cordoba and the work of the scholars there. He continued the intellectual dominance of Spain over Europe.
- He encouraged the commerce of al-Andalus and expanded the wealth of its citizens. The taxes collected on this growing wealth allowed him to recruit a professional army – his citizens had no need to participate in wars.
- As a military leader he successfully defended against the Christian kingdoms and expanded al-Andalus. At his death the caliphate was at the height of its power.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so.***

6.   Evaluate the reasons for the changing role and status of the nobility in the government of medieval European states.

Candidates are required to make an appraisal of the reasons for the changes which took place.

Indicative content

- Nobles were seen as rivals and obstacles to monarchs' attempts to increase their power.
- Central bureaucracies were established by rulers to replace the nobles as collectors of taxes and administrators of justice.
- Royal officials were appointed to monitor the activities of nobles and other local authorities.
- The middle classes increasingly replaced nobles in running the state administration, thus reducing the nobility's power in government.
- The money provided by taxing the growing middle class gave the king military power to crush noble power or challenges.
- The Church limited noble power by supporting the monarch and providing him with administrators and revenues. The Church preferred central government to limit wars and local disputes.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

Topic 2　　Society and economy

7.　　To what extent did the manorial system experience change up to the mid-14th century?

Candidates are required to consider the whether the manorial system experienced change in the given timeframe. Candidates may argue that it did or did not; however most responses are likely to find some aspects of continuity and change and reach a reasoned conclusion. Nevertheless, there is no prescribed response.

Indicative content

Factors that limited change:
- Landholders had little incentive to change if the system served their needs.
- Change might threaten the landholders' social status and influence.
- Peasants did not have the wealth or influence to affect change.
- Rural areas tended to be conservative, which supported continuity.
- Important organizations such as the Church would not have supported change.
- Some cataclysmic event such as the Black Death was necessary to inspire a need for change.

Factors that encouraged change:
- Change had begun long before the mid-14th century with the development of urban centres and industry such as the wool trade.
- Serfs were leaving the estates to go to towns to seek employment and in some cases were encouraged by their lords to do so.
- The enclosure movement had begun, which led to the end of traditional feudal agriculture and the beginnings of commercial agriculture—this changed feudal obligations to cash rents. The feudal lords were selling their land to merchants and other commercial interests in order to pay debts or support themselves. These new owners were not interested in the traditional manorial system but preferred a more modern relationship with peasants.
- New intellectual movements, such as the 12th-century renaissance and growing trade, introduced new ideas and a dynamic, progressive spirit that was beginning to change the traditional social and economic structure represented by manorialism.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

8. "Women played a limited role in the economy of the Islamic world." Discuss.

Candidates are required to consider the merits or otherwise of the given statement. Candidates should use factual detail to support their argument. This should lead to a reasoned conclusion.

Indicative content

Material in support of the statement:
- Women's role in the economy was minimal in nature because they had limited property and inheritance rights and they lacked the ability to engage in activities outside the home without the permission of their husbands or male relatives.
- As the Islamic empire expanded, established patriarchal norms in those societies curbed women's economic and social roles.
- Limited access to education and social isolation would have made it difficult for women to play a role as merchants, business owners or tradespeople operating in public.

Material that may challenge the statement:
- Many Muslim women, especially in tribal and rural societies, played a key role by assisting in farming and care of livestock.
- The tradition of women in the economy begins with Muhammad's first wife who was a businesswomen engaged in trade. This would suggest that there was no prohibition against women in the economy.
- In addition women may have played a role behind the scenes in the operation of family enterprises.

The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required***.*

Examiners and moderators are reminded of the need to apply the markbands that provide the **"best fit"** *to the responses given by candidates and to* **award credit wherever** **it is possible to do so***.*

9. Examine the impact on medieval Europe of the development of systems of currency and exchange.

Candidates are required to consider the impact on medieval Europe of the named factors. Other material could be used to provide context; however the majority of the response should be focused on the named factors.

Indicative content

- Trade and commerce were facilitated as letters of credit and bills of exchange could be more easily and securely transported and exchanged than quantities of specie.
- Loans could be arranged to support commercial enterprise and funds could move easily from one region to another to support commerce. Governments could also arrange loans and financing for projects that they could not afford at the time.
- Better and more reliable systems of currency made trade easier and reduced fraud and theft.
- Accounting became easier and financial records could be kept more easily and accurately if currency was stable.
- Taxation systems became more efficient and useful to governments as money was substituted for goods.
- Although accounts were increasingly reckoned in cash terms, many transactions continued to be carried out in kind or by offering a service.

The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required***.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to* **award credit** <u>**wherever**</u> **it is possible to do so***.*

10. Evaluate the social **and** economic importance of pilgrimage in the Islamic world.

Candidates must demonstrate a clear understanding of the requirements of the question and appraise both the social and economic significance of pilgrimage in the set context. Candidates may decide to adopt a comparative approach and assert that one factor was more significant than the other; however there is no prescribed method of response.

Indicative content

- Tens of thousands of individuals made the pilgrimage each year; supplying the needs of pilgrims for transportation, food, and ceremonial dress was an extensive economic enterprise.
- Merchants travelled with the pilgrimages and profited by supplying their needs and by taking goods to the holy cities.
- Pilgrimage was a crucial religious obligation for all Muslims and an important social activity in the Islamic world.
- A great sense of community was created for Muslims as thousands joined together at the same time for the pilgrimage.
- The pilgrimage also encouraged the communication and exchange of ideas and information from all over the Islamic world.

The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and ***no set answer is required***.

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

11. Examine the reasons for the development of **one** type of urban settlement in medieval Europe.

Candidates must demonstrate a clear understanding of the requirements of the question and appraise the factors that led to the formation of urban settlements in Europe during the set period. Candidates should avoid listing the various factors and should, instead, provide a clear assessment of the reasons for this development.

Indicative content

- Urban settlements developed in some areas as adjuncts to administrative or religious centres that attracted population and created need for goods and services.
- Improvement of transportation also helped to develop urban settlements as markets were established and trade between regions occurred. The growth of trade contributed, as industry and other commercial establishments were created to produce goods for exchange throughout Europe.
- People in search of employment migrated to these areas – their numbers were increased as overpopulation in the countryside created a landless class seeking employment.
- The collapse of feudalism also encouraged urban growth.
- Candidates may argue that urban centres always existed in medieval Europe as they had not disappeared from Roman times.
- In some areas, such as the Netherlands and Italy, urban areas continued to exist. It might be argued that these centres saw a considerable increase in size as a result of the above factors.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

12. Evaluate the role of the *ulama* in Islamic society.

Candidates should appraise the role of the *ulama* in Islamic society; however there is no set method prescribed for this. Some candidates may elect to assess the factors that affected Islamic society and then judge the significance of the *ulama*, or they may elect to analyse the role of the *ulama* before discussing if their impact on Islamic society was their most significant legacy.

Indicative content

- The *ulama* were a class of scholars qualified to practise and teach the Islamic law of a particular legal school.
- Their roles ranged from leader in a local mosque to important legal experts and judges, and included judges such as the qadi and the mufti.
- They held a large amount of moral authority as they were regarded as experts on all questions referring to the Holy law.
- Rulers often sought their support to increase their popularity or influence.
- Some were involved in the state bureaucracy but they were regarded with less respect than those who refused office.
- Tension between the *ulama* and the state created problems and conflict in Islamic society.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

Topic 3   Wars and warfare

13. Examine the causes **and** results of the *Ridda* Wars ("Wars of Apostasy", 632–633).

Candidates must consider both the reasons for and the results of the Ridda Wars in an effort to discern their significance. Candidates should not simply describe either section, but should look to provide a critical analysis that is focused on achieving a reasoned conclusion as to why the wars were fought and how significant their consequences were.

Indicative content

Reasons:
- When Muhammad died, many tribes of the Islamic confederacy broke away as their loyalty was linked to Muhammad. They desired to have their own political and economic freedom. In addition some cast themselves as prophets in an attempt to attract followers and make themselves more powerful.
- The unity and survival of Islam was threatened and as a result Muhammad's successor, Abu-Bakr, decided to go to war to restore the unity of Islam by forcing the tribes back into the Islamic state.

Results:
- The rebels were defeated and the unity of Islam was restored.
- Arabia was unified and became peaceful as the members of Islam were forbidden to fight each other.
- The rapid expansion of Islam as Abu-Bakr mobilized the fighting power of the tribes and directed it against external enemies rather than allowing civil war in Arabia.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

14. Examine the roles played by women in warfare in **either** the medieval European **or** the Islamic world.

Candidates must choose one of the suggested areas and then consider the role of women in warfare in an effort to discern their significance.

Indicative content

Medieval Europe:
- Noblewomen were responsible for organizing the defence of their castles and lands when their husbands were away at war. In some cases they had to lead vigorous defences to preserve their territory.
- Women were occasionally a cause of war as disputes over marriages might lead to war or a struggle for the lands of an heiress might lead to violence.
- Women went to war as servants to support the troops with food and clothing and to provide companionship.
- Women played a key role behind the scenes to maintain the economy, produce goods and provide support so that the men could engage in the actual fighting.

Islamic world:
- As regards Muslim women in warfare, there are few known examples of them fighting in battles.
- Candidates may note the role of A'isha, a wife of the Prophet, in leading the resistance to Ali in the Battle of the Camels, which led to the first Fitna, but this is an isolated example of women being involved in warfare.
- Islamic women also tended the wounded and brought water to the troops.
- As always, the majority of women in the countryside had agricultural duties and tended the flocks.
- During sieges they assisted in the defence of citadels and city walls.
- Women may also be seen as a cause of wars as a result of disputes over marriages, land and inheritance.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

15. With reference to the medieval European **and/or** Islamic world, evaluate the importance of dynastic disputes as the principal cause of **two** wars.

Candidates must identify and address the impact and significance of dynastic disputes on their chosen wars. They may discuss other important factors that led to their exemplar wars and, perhaps, assert that these other factors were more significant. Nevertheless, the bulk of the response should address the importance (or otherwise) of dynastic.

Note: In their responses, candidates may choose to select two medieval European wars, two wars in the Islamic world or one war each from either aspect.

Indicative content

- Candidates must assess the importance of dynastic disputes relative to the importance of other factors as a cause of the chosen wars.
- Dynastic disputes involve quarrels between rival royal or noble families for land, trade routes, religious influence or other items of wealth or territory.
- A dynastic dispute may also be interpreted as a dispute between rival branches of the same family for titles, land or other forms of wealth and power.
- The other possible causes of war that candidates must consider in their analysis of the role of dynastic disputes may include: religion, ethnic or tribal rivalry, personal animosity, territory, alliances with other powers, rise of new social classes or power centres such as urban areas.
- A reasoned and balanced response is required. Candidates may deny the importance of dynastic disputes as a cause of war in their response but they must explain clearly why that is the case.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.*

16. Evaluate the role of Muslim leadership in the defeat of the Crusades.

While candidates may focus on a range of factors that led to, or assisted in, the Muslim defeat of the Crusaders, there must be consideration of the impact of Muslim leadership and this should constitute the majority of the response.

Indicative content

- Candidates may refer to individuals such as Salah al-Din, Nur al-Din and Baybars as examples of strong Muslim leadership that contributed to the defeat of the West.
- The success of the Muslim leaders in winning battles against the Crusaders caused a great increase in Muslim morale and desire to resist the invaders. In addition, as a result of the victories, dissident Muslim groups were eliminated or forced to join the resistance against the Crusaders.
- Candidates may also choose to place a lesser value on the issue of leadership and choose to promote other factors as being of greater importance – the loss of support from Europe for the Crusades, the small European population, the poor military tactics employed, the loss of support from the Byzantines, the influence of the Mongols and the rise of new powerful Muslim forces such as the Seljuks and the Mamluks.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

17. "English success in the Hundred Years War between 1337 and 1396 was the result of superior tactics." Discuss.

Candidates must consider the merits or otherwise of the statement. They may consider a range of other factors that contributed to the success of the English (or, perhaps, to the failure of the French) during this time, but the majority of the answer should be focused on how far superior tactics were the dominant factor.

Indicative content

Superior tactics:
- English use of new tactics such as dismounting their knights and fighting from defensive positions, along with the use of new weapons, particularly the longbow, which had an effect on the tactics employed.
- The superior tactical skill of English leaders such as Edward III and the Black Prince and the failure of the French to adjust to the new English tactics and weapons.

Other factors:
- The poor leadership of the French forces and the political divisions in France that weakened their effort and led to a weak response to the English invasion.
- The capture of the French king, which dealt a severe blow to French morale: the loss of so many leaders in battle limited their ability to resist the English presence.
- The unpopularity of the French government limited their ability to organize resistance.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

18. Examine the reasons for, and the results of, the military expansion of the Islamic world in the 7th **and** 8th centuries.

Candidates are required to consider both the reasons for and the results of military expansion within the Islamic world across the given timeframe.

Indicative content

Reasons:
• A desire to acquire territory and the wealth that it contained. The Arabs were engaged in a classic imperialist expansion.
• A desire to convert others to Islam played a small role as little effort was made to convert conquered peoples.
• Islam did profess a vision of conquest that may have inspired the armies and given them confidence and purpose.

Results:
• The Islamic Empire defeated the Byzantines and the Persians and acquired enormous territory in the Middle East, North Africa and Spain, as well as in Northern India and Central Asia.
• The conquests made Islamic rulers both wealthy and powerful but also created tension with Islam over who should rule and how the spoils should be divided. This led to civil wars and the division of Islam between the Sunni and Shia sects.
• Tensions also arose as the result of the creation of multi-national empires where different ethnic groups struggled for power.
• The creation of an enormous empire led to struggles between the secular and religious leaders about how the empire should be administered.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

Topic 4   Intellectual, cultural and artistic developments

19. With reference to **one** of the following: al-Ma'arri (973–1057); Dante Alighieri (1265–1321); Geoffrey Chaucer (c1340–c1400), examine his significance to his society.

Candidates must choose one of the suggested people and then consider their importance, or the importance of their work, to the society in which they lived. There should not be a description or narrative of their existence or writings; instead there should be a clear analysis of the impact they each had on their society.

Indicative content

Dante Alighieri:
- The father of vernacular Italian, Dante created the basis for an Italian literature and its recognition as a major language.
- The *Divine Comedy* in Italian increased readership and inspired the use of vernacular languages for major literary and scholarly works.
- He was a major inspiration for the work of Renaissance writers and some would claim that he was the first writer of the Renaissance.

Chaucer:
- Geoffrey Chaucer's influence was as a leading poet of the Middle Ages and a major force for the use of English and the development of English literature.
- He was important in the evolution of vernacular languages that were replacing Latin and expanding literacy and the audience for literary works.
- The popularity of his works, especially *The Canterbury Tales*, increased the demand for books, encouraged others to write in the vernacular and expanded the demand for education.
- He is seen by some as the one who standardized Middle English; however this is not accepted by all authorities.

al-Ma'arri:
- al-Ma'arri's influence was that of a poet and grammarian.
- His works were pessimistic, supported free thinking and denounced religion as a human creation by those searching for wealth and power.
- His sarcasm and rationalist approach challenged all religions and caused considerable concern in the Islamic world.
- He did not publish many volumes but his reputation was very high and he was sought out by many students who wanted his advice on poetry and literature.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

20. Evaluate the reasons why, and the methods by which, classical knowledge spread from the Islamic world to medieval Europe.

Candidates are required to make an appraisal of the reasons for the spread of classical knowledge from the Islamic world to medieval Europe and the methods through which this spread took place.

Indicative content

Methods:
• Crusaders, pilgrims and merchants returned from the Middle East with a wide range of information from the Islamic world. This information would have included the classical knowledge and materials that the Islamic world had preserved and published.
• Scholars in Muslim Spain—at its great intellectual centres of Toledo and Cordoba, where the language of science and culture was classical Arabic—studied texts that had been translated from Latin or Greek into Arabic by Arab scholars in Baghdad and sent to Spain. Spanish scholars in the translation house in Toledo then translated the Arabic versions of these works into Latin for use on the other side of the Pyrenees in the universities of Northern Europe.

Reasons:
• A growing interest and curiosity about the natural world and systems of thought and logic attracted the Europeans to classical knowledge as a way to better understand the world.
• A renewed interest in science was a powerful stimulus to seek out the works of ancient scientists in subjects such as mathematics, astronomy and cartography.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

21. Examine the importance to intellectual development of **one** of the following universities/centres of learning: Baghdad; Cairo; Paris; Oxford.

Candidates must demonstrate a clear understanding of the importance of their chosen university or centre of learning in terms of what it offered to intellectual development. Candidates may choose to consider the importance of their chosen institution or centre of learning in the wider context or they may consider the various methods by which their chosen exemplar contributed to intellectual development.

Indicative content

- Candidates must choose one university and then discuss the importance of the chosen institution.
- They should refer to its influences on intellectual developments and subjects such as science, law, medicine, theology.
- They should refer to the areas in which it was regarded as the leading or most influential academic centre. Reference may also be made to its faculty and their contributions, as well as influences that the university may have had on the society, government or intellectual trends.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

22. Evaluate the importance of the scientific work of **either** Roger Bacon (1220–1292) **or** Robert Grosseteste (d1253).

Candidates must demonstrate a clear understanding of the requirements of the question and appraise the importance of the scientific work of either Bacon or Grosseteste.

Indicative content

Roger Bacon:
- A supporter of the experimental model in science based on his work in optics, Bacon also supported the study of mathematics as the basis of science and the need to extend knowledge from facts through study and experiment.
- His approach was to reject the blind following of authorities both in science and in theology.
- He is also seen by some as the first philosopher of science and the individual who developed the concept of the laws of nature that was developed during the Renaissance.

Robert Grosseteste:
- Grosseteste is recognized as inspiration for an expanded interest in scientific enquiry at Oxford.
- He had a significant role in the development of the scientific method based on his extensive work on the writings of Aristotle and the Islamic scholars and scientists Averroes and Avicenna.
- He wrote extensively on optics and astronomy and emphasized the importance of mathematics for scientific study.
- He was the major inspiration for the work of Roger Bacon.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

23. Examine the reasons for the increase in the number of schools and centres for learning in medieval Europe in the 12th and 13th centuries.

Candidates must consider why, in the given period, the number of schools and centres of learning increased.

Indicative content

- Rising wealth in towns and the merchant class made the founding of schools possible as well as providing a leisure class who could attend schools.
- The rising demand for literate individuals in the Church, business and government created a demand for schools.
- The influx of knowledge from the Islamic world and the intellectual ferment of the 12th-century renaissance increased interest in academic matters and increased the numbers of students.
- An increased availability of books, including those written in vernacular languages, also promoted the founding of more schools.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

24. "The role of art and sculpture in medieval Europe was to serve the needs of the Church and the state." Discuss.

Candidates are required to offer a considered and balanced review of the veracity of the given statement. They should address factors that support and challenge the statement before arriving at a substantiated judgment.

Indicative content

Material in support of the statement:
- A large number of artists were employed by the Church, which was the wealthiest patron of the arts in medieval Europe.
- The Church employed artists to produce art and sculpture according to specific criteria in order to support and transmit the message of the Church to the population.
- The fact that much of the population was illiterate made visual art a key method of communication and the Church wished to ensure that all artists conveyed the appropriate message.
- Works of art were not signed and the importance of the art was the message not the artist or their ideas.
- Individual forms of expression and artistic originality were not always seen as qualities to be encouraged by patrons.
- The state also employed artists to celebrate its accomplishments and those of its rulers. Artworks were to create heroic images of rulers and other authority figures to impress and awe the populace.
- Architecture as an art form also supported the Church and the state. Buildings were designed to emphasize the power and dominance of the Church and to impress the lay population with the power and place of the Church in society. State buildings such as palaces and castles served the same purpose; to overawe the populace and reinforce the social structure.

Material to challenge the statement:
- Other forms of art did exist that were not entirely controlled by the Church or state. These would include music, poetry and vernacular writing of biography and tales of adventure. Individual pieces of jewellery and ornamentation produced by craftsmen or imported from overseas would also have been part of the artistic scene.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

Topic 5   Religion and the state

25. Examine the reasons for, and the results of, the establishment of different schools of law in the Islamic world.

Candidates are required to consider both the reasons for and the results of different schools of law in the Islamic world.

Indicative content

Reasons:
• There were differences over interpretations of the Qur'an and who should interpret its message.
• In Sunni Islam there are four major schools of law that emerged by the 11th century.
• The three major Shia groups also had their own schools of law.
• Sunni scholars accepted the idea that learned men might differ with limits on the interpretation of Sharia law. This was supported by the doctrine of ijma or consensus of believers. This resulted in the coexistence in Sunni Islam of four major schools of law.
• However, some early legal schools disappeared altogether.

Results:
• Some strife had occurred between adherents of the various schools.
• Some schools were dominant in certain regions.
• All drew up codes of conduct based on guidance from the Qur'an and carefully selected hadith.
• Each school of law had judges and consultants who would render opinions on disputes and questions.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

26. Examine the reasons for the emergence of the Sufi Orders.

Candidates are required to provide an analysis of why the Sufi Orders emerged. They may examine these in themes or perhaps offer a ranked response that attempts to identify the most significant factors; however there is no prescribed answer.

Indicative content

- It was an ascetic reaction to the wealth and worldly nature of Islamic society under the Abbasids.
- There was a desire for a more spontaneous spirituality; not one governed by rules but one that attempted to emulate the early days of Islam and Muhammad's own example.
- To stress the spirituality of Islam.
- There was an ongoing belief in the possibility of further revelations or new truths from sources other than the Qur'an.
- They were expanded by the work of al-Ghazali, who wished to allow individuals to understand the divine without relying on religious leaders, judges or others. His work made mysticism respectable and popular part of Islam.
- Moderate Sufism, firmly based within the framework of the Sharia, thus became a mainstream concept.

The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required***.*

Examiners and moderators are reminded of the need to apply the markbands that provide the *"****best fit****" to the responses given by candidates and to* **award credit *wherever* it is possible to do so***.*

27. "The dispute between Thomas Becket and Henry II during the period from 1162 to 1170 was not a matter of religion." Discuss.

The focus of candidates' responses must be on the reasons for the on-going dispute between Thomas Becket and Henry II, with a particular emphasis on whether or not the dispute had a primarily religious basis. Candidates may argue for or against the statement as no set answer is expected. Nevertheless, they should attempt to reach a substantiated judgment.

Indicative content

Non-religious factors:
- The dispute was not essentially a matter of religious doctrine but a power struggle between the Church and state.
- The dispute occurred because Henry, as a temporal ruler, wished to exercise control over certain aspects of the Church and its members. He wished to have the power to try members of the clergy accused of secular crimes (for example, robbery and/or murder) in secular courts like ordinary citizens. This was a major source of conflict as the Church refused to accept the authority of the state over any of its members or actions.
- The fact that Becket was not a lifelong member of the clergy may also be considered as a means of showing this was a struggle between two powerful men and not a matter of doctrinal difference.

Religious factors:
- Becket was head of the Church in England and therefore it was a religious matter due to his office.
- The independence of the Church was crucial for it to maintain its doctrinal independence free from temporal interference. Any acceptance of the Church being under temporal control would call into question its teachings.
- The dispute also involved the fundamental belief that the papacy and therefore the Church was superior to temporal rulers; to submit to temporal control would call into question this doctrine.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

28. To what extent was the Church in medieval Europe a barrier to social change?

Candidates must consider whether the Church aided or impeded social change. No set answer is expected; however candidates should attempt to offer a reasoned conclusion.

Indicative content

Material in support:
- The Church was a hierarchical institution with considerable privileges and wealth and would not likely support changes especially if they challenged its position.
- The Church supported other powerful authoritarians such as kings as they provided the stable society in which the Church thrived. Any significant change to the social order would most likely be seen as dangerous to the Church.
- Their control of education and communication systems allowed them to promote their conservative views.
- Their ability to punish or threaten dissidents with loss of a chance at salvation was a powerful weapon to suppress dissent.
- Their resistance to classical knowledge and scientific inquiry would indicate an institution hostile to change.

Material to challenge:
- Through some of its organizations the Church had introduced number of initiatives for change. These included agricultural technology and industrial development that furthered the course of social change. The founding of universities and schools would necessarily create intellectual debate and pressure for new ideas.
- Many scientists and others who were challenging the Church's position were themselves churchmen, as were individuals incorporating classical learning and new ideas such as Thomas Aquinas.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the **"best fit"** to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

29. Examine the importance to the medieval Church of **either** Bernard of Clairvaux **or** Innocent III.

Candidates must appraise the importance of either Bernard of Clairvaux or Pope Innocent III to the medieval European Church.

Indicative content

Bernard of Clairvaux:
- The leading figure in the monastic reform movement of the 12th century. He led the Cistercian order and established it as one of the best examples of the reforming spirit. Under his leadership it underwent huge expansion.
- He gave strong support to the foundation of the military orders of knights created to defend the Christian settlements and pilgrims in the Middle East.
- He travelled throughout Europe, preaching and writing in support of his views and was never reluctant to express them to the pope and others. He became in many ways the most influential figure in the Church.
- He gave his support to the Second Crusade and in his work *De Consideratione* he confirmed the pope's authority over temporal rulers and suggested that they were given their positions by the pope.
- He was a strong opponent of challenges to Church doctrine by individuals like Abelard and others who sought to apply new methods of logic and dialectic to the teachings of the Church. His intellect made him an effective opponent of these new ideas.

Innocent III:
- Under Innocent III, whose papacy began in 1198, there is a view that the papacy reached the height of its influence.
- He used his talents as a lawyer, administrator and statesman to good effect on behalf of the power and influence of the papacy and the Church.
- He was convinced of the right of the papacy to supervise and interfere with the work of temporal rulers and used all the powers available to him such as excommunication and interdict to enforce his wishes.
- Recovered the Papal States from the Holy Roman Empire, and recovered control of the appointment of bishops in the German Church from the Emperor. He intervened and forced changes in policy on Phillip II and John as well as the rulers of Portugal and Catalonia.
- He forced John as a king to become a vassal of the papacy, which was an unprecedented event.
- He created the Franciscan and Dominican Orders, supported the Fourth crusade and organized the Albigensian Crusade to eliminate that heresy.
- Supreme accomplishment was the fourth Lateran council, which passed 74 major decrees to reorganize the Church, define beliefs and eliminate abuses.
- As a canon lawyer he oversaw the addition of about 6000 documents to the body of canon law.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*

30. Evaluate the reasons for disputes between rulers and religious leaders in the Islamic world.

Candidates are required to appraise a range of factors that contributed to, or fostered, disputes between rulers and religious leaders in the Islamic world. A substantiated judgment is expected.

Indicative content

- Disputes between rulers and religious leaders were largely caused by a struggle between the rulers and religious leaders for the loyalty of the populace.
- Tensions rose as religious leaders saw the imperial governments as decadent, overly secular and departing from the precepts of Islam.
- Many religious scholars refused to serve in government and denounced the luxury and dissolution of the Imperial court.
- Rulers and religious leaders in a state might support different sects of Islam (Sunni/Shia) which could lead to challenges to the ruler's right to rule by the religious leaders. Religious leaders could use their moral authority to challenge rulers over their actions and cause unrest in the population.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.*