



HISTORY (PRINCIPAL)

9769/22

Paper 2b European History Outlines, c.1400–c.1800

May/June 2019

MARK SCHEME

Maximum Mark: 90

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2019–2021 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section 1: c.1400–c.1461

Question	Answer	Marks
1	<p>To what extent can the Conciliar Movement be seen as a reform movement?</p> <p>AO1 – Answers may refer to: the three different Councils, Pisa, Constance and Basle; the eventual ending of the Schism; the degree of control attained over the Papacy; dealing with the heresy issue and Hus; the very minor reforms of the actual structure and practice; and, the failure to deal with ‘national’ issues.</p> <p>AO2 – The discussion may centre on whether ending the Schism could be seen as a reform, whether the dealing with major heresies such as Hus could be seen as reform and, the issue of Papal independence and infallibility. There needs to be a clear picture of ‘extent’ given. It could well be argued that it set out to be a reform movement but failed.</p>	30

Question	Answer	Marks
2	<p>What best explains the frequency of the rivalry between the Italian city states?</p> <p>AO1 – Answers may refer to : commercial rivalry; the degree of foreign support attained; political factionalism; family/dynastic feuds; territorial ambitions; the north of Italy contained tremendous wealth; artistic rivalry, and a desire to ‘lead’ the Renaissance; and, examples of specific issues affecting states such as Venice and Florence.</p> <p>AO2 – The discussion may centre on which of the various factors identified was the most important and why. It is essential that specific reasons are given why one or two specific factors are more important than others, and why others might be less important. Obviously, different factors may be seen to affect different City States at different times.</p>	30

Question	Answer	Marks
3	<p>Why did Valois Burgundy play so significant a role in European politics in this period?</p> <p>AO1 – Answers may refer to: successful marriage alliances and thereby acquisition of territory; the huge resources and wealth of the territories; the sheer ability of the various rulers - the two Philips, John and Charles (there were two ‘Goods’, as well as a ‘Bold’) and the contrast with the leaders of their neighbours; the weakness of France for much of the time; examples such as how the Duchy of Brabant was acquired at the time; and, commercial acumen and ‘entrepôt’ factors.</p> <p>AO2 – The discussion may centre on the extent to which it was the ability and ambition of the Valois rulers, or whether the European ‘field’ was open to exploitation on account of, for example, the 100 Years War and the French minority; they had huge resources and wealth, and a comparatively stable political system. The Valois were well served and had a comparatively compact and well administered territory where it was not difficult to raise money.</p>	30

Question	Answer	Marks
4	<p>‘Internal weaknesses and divisions within Byzantium explain the fall of Constantinople.’ Discuss.</p> <p>AO1 – Answers may refer to: Ottoman military skills, both strategic and tactical; the use of gunpowder on fifth century walls; the depopulation of the city and region; a declining empire; the failure of the Papacy and the West to assist; the role of Venice; and, the quality of leadership within the city.</p> <p>AO2 – The offered suggestion needs to be balanced against the obvious skills and dynamism of the Ottomans, and whether it was a simple issue of God being on the side of the big battalions (and very well led ones), as against an assault against a disintegrating structure, both literally and metaphorically.</p>	30

Question	Answer	Marks
5	<p>To what extent does the quality of French leadership explain the outcome of the Hundred Years War?</p> <p>AO1 – Answers may refer to: geographical factors; the differences in wealth; the leadership of the two sides; Joan of Arc; the re-assertion of the French monarchy; the long English minority and the competence of Henry VI; and, the English focus on the Low Countries.</p> <p>AO2 – A clear picture of ‘extent’ is likely to characterise stronger answers. There needs to be the identification of what were the key factors, or single key factor, in deciding the outcome of the war, with an explanation of which were the more important and why they were the most important. There may well have been different factors at different times.</p>	30

Section 2: c.1461–c.1516

Question	Answer	Marks
6	<p>'Highly successful both at home and abroad.' Is this an accurate assessment of the reign of Louis XI?</p> <p>AO1 – Answers should present a response to the question which displays accurate and relevant historical knowledge, not a simple narrative of actions and events, and may refer to: Louis' nicknames of 'the prudent' and the 'cunning' which might give some ideas; the ending of the 100 Years War; his relationship with England and Edward IV; Picquigny, 1475; his acquisition of Picardy and Burgundy; his tax reforms; his curbing noble power; his mercantile expansion; and, his starting of the involvement in Italy.</p> <p>AO2 – Some reflection on the criteria for 'success' is likely to be given, as may comments on whether one or both aspects were 'highly' successful or not. There are grounds for praise in both respects, but answers could argue that Louis postponed problems at home rather than solved them, and his involvement in Italy was to lead to later disasters such as Pavia. However, the consensus is that he was both prudent and cunning, and France was a much stronger unit at his death than when he inherited the throne.</p>	30

Question	Answer	Marks
7	<p>Does the desire to plunder the wealth of Italy best explain the Italian Wars?</p> <p>AO1 – Answers may refer to: the Habsburg–Valois rivalry; interstate rivalry; the dynastic disputes between Milan and Naples; a general struggle for power and territory both within and outside Italy; Sforza Milan versus Venice and her French ally; the personal ambitions of Louis XII and Maximilian; the Papacy's conflict with Venice; and, the role of the Turks and wider aspirations for European domination.</p> <p>AO2 – It may be argued that the 'desire to plunder the wealth of Italy' may well have been the motivation for some participants in some of the many wars. Answers should offer an assessment of the principal causes and a judgement of the extent that material gain was a major factor. There should be plenty of reference to specific Italian Wars, though detail on each of the many conflicts is not needed.</p>	30

Question	Answer	Marks
8	<p>'Popes consistently got their priorities wrong in this period.' Did they?</p> <p>AO1 – Answers may refer to: the fact that there were two Borgias, two Medici's and two Della Roveres; the classification of the 'cardinal-nephews' and the 'crown-cardinals' ; specific Popes such as Nicholas V, the humanist and refurbisher of Rome; Callixtus III, the nepotistic crusader; Pius II, the militaristic writer; Paul II, the accumulator of cash; Sixtus IV, who was a nepotistic warrior anxious to extend papal territory, while being a great patron of the arts and science; the great nepotist Alexander VI; and, the great patron of the arts, Julius II. The absence of much in the way of any theological or administrative reform might be commented on.</p> <p>AO2 – Reflection on both parts of the title is likely to characterise stronger responses. There are very few examples of popes who appeared to have 'higher' leanings, but there are some.</p>	30

Question	Answer	Marks
9	<p>Should territorial expansion be seen as Ivan III's principal achievement?</p> <p>AO1 – Answers may refer to: the Kazan horde; Novgorod; the crushing of internal rebellion; administrative centralisation; his reducing of the authority of the appanage princes; his managing of the boyars; his failures in the Ukraine and Lithuania; his secularising of Church lands; his clear expansion of royal authority; his creation of a distinct 'Russian' state which was recognised abroad; and, his overall diplomatic and military successes.</p> <p>AO2 – Stronger answers are likely to reflect on the nature and extent of Ivan's achievements and consideration of the prompt that it amounted to little more than expanding outwards. Prevailing thinking suggests that Ivan did a great deal more than that, particularly when it came to developing a 'Russian' state, and it has been argued that he did more in this respect than any other monarch until Peter the Great.</p>	30

Question	Answer	Marks
10	<p>‘Only a superficial unity had been achieved.’ Discuss this view of the Spanish kingdoms in 1516.</p> <p>AO1 – Answers may refer to: the degree of religious unity and uniformity attained; the expulsions and conversion; the separate political institutions, laws, courts, fiscal and financial arrangements, and military traditions; Castile had been promised its own laws but Ferdinand’s promise; the still very powerful feudal lords with huge particularism interests; many Jews and Moslems present; the remaining Castile versus Aragon hostility; the gains in Granada and Navarre; and, the essentially ‘Spanish’ successes in Italy and Navarre.</p> <p>AO2 – Answers should reflect on how united Spain really was in 1516. Was it genuinely one unit or did the various parts just happen to have the same monarch? How profound were the changes that had been brought about by the marriage of Ferdinand and Isabella? Did people who lived in Spain think of themselves as ‘Spanish’?</p>	30

Section 3: c.1516–c.1559

Question	Answer	Marks
11	<p>'In the years 1517 to 1521, Luther was just reacting to abuses in the Roman Catholic Church.' Discuss.</p> <p>AO1 – Answers may refer to: Luther's visit to Rome; indulgences; the 95 Theses; 'Faith Alone'; 'On Christian Liberty'; 'Freedom of the Christian Man'; the Diet of Worms; and, his translation of the Bible.</p> <p>AO2 – In the initial stages of Luther's confrontation with Rome, it is possible that reacting to abuses was his prime motive, but there is a strong case to be made suggesting that there were already far deeper issues than just anger at the arrival of Tetzal on his mission. He had reacted strongly to what he viewed as excesses on his earlier trip to Rome and his concern about the state of the Augustinian Order was documented. Answers should offer a clear conclusion as to whether it was just reaction and debate whether the Theses were merely a trigger to something much more profound.</p>	30

Question	Answer	Marks
12	<p>How important was William of Orange to the course of the Dutch revolt in the period to 1577?</p> <p>AO1 – Answers may refer to: the various types and nature of support received from England, France, Germany and Geneva; the weaknesses of Spain; Spanish leadership and the various governors such as Margaret, Alva and Requesens; Dutch maritime ability and strengths; the wealth of the Netherlands; geographical factors; the leadership of Orange; and, religious factors. William's diplomatic skills were important in the years after 1572, and his ability to deal with the separate Estates and their particular interests.</p> <p>AO2 – What is looked for is a comparison between the role of foreign assistance from various countries and the other factors which led to the course and outcome of the revolt. There should be clear comment on the relative importance when compared to other factors, such as the flaws in Philip's management of his troublesome possession. Arguably, Alva and his actions were better recruiters to the Revolt than Orange himself was, but he provided real leadership and became a vital symbol of the revolt, as well as adding respectability to it.</p>	30

Question	Answer	Marks
13	<p>How effectively did Charles I rule his Spanish kingdoms?</p> <p>AO1 – Answers may refer to: his relationships with Castile, Aragon and Navarre; the foreign office holders imposed on Spain; the revolt of the <i>Communeros</i>; frequent absences; his heavy taxation; Castile providing troops and cash for ‘imperial’ matters; and, his neglect of Spain’s position in the Mediterranean.</p> <p>AO2 – Answers should reflect on what ‘effective’ rule might mean in this context, and then consider the extent to which Charles, as ruler of Spain, identified genuinely Spanish interests and tried to pursue policies which benefited Spain as opposed to his many other possessions. The focus must be very much on Spain and not on the wider problems which Charles faced.</p>	30

Question	Answer	Marks
14	<p>‘His rule damaged both the monarchy and France.’ How valid is this judgement on Francis I?</p> <p>AO1 – Answers may refer to: the Italian Wars; Francis’ endless desire for entertainment; Pavia; his imprisonment; the Treaty of Madrid; his attitude towards Charles V; his extravagance; his sale of offices and noble patents; his destabilising attitude to religion; the <i>taille</i>; the <i>Parlements</i>; and the rebellion over the <i>gabelle</i>.</p> <p>AO2 – Answers should make a clear distinction between the damage (or otherwise) that Francis might have done to France as a whole, as opposed to the French monarchy. It is possible that he might have damaged one while bring benefit to the other. The consensus at present is that he did little good to either, but there are merits in both areas.</p>	30

Question	Answer	Marks
15	<p>Was Ivan IV anything more than a brutal tyrant?</p> <p>AO1 – Answers may refer to: Ivan’s establishment of a dynasty that lasted until 1917; Kazan and Siberia; a powerful monarchy; his further acquisition of territory; serfdom; the Streltsy; the Oprichniki; his management of the Boyars; his loss of access to the Baltic; the sack of Novgorod; and, his legacy of a badly divided Russia.</p> <p>AO2 – There needs to be a balance. On the one hand, there are major territorial gains which assisted Russia along its path to becoming a ‘great’ power and creating a much stronger monarchy than had been the case in the past. On the other hand, there are both vital territorial losses and the dreadful social and political consequences of his rule.</p>	30

Section 4: c.1559–c.1610

Question	Answer	Marks
16	<p>‘The “prudent” King.’ To what extent do Philip II’s domestic policies suggest that he deserves this title?</p> <p>AO1 – Domestic policies refer to Philip’s rule in Iberia: Navarre; Aragon; Castile; Moriscos; his taxation; the depopulation; the loan default; his ‘divide and rule’ policy; Portugal; and, his religious orthodoxy.</p> <p>AO2 – Some reflection what a ‘prudent’ king is likely to characterise strong answers, especially in the context of Spain in the sixteenth century, would be a very good start. Philip was committed and serious, and at least spent the greater part of his reign in Spain. The extent to which he subordinated the interests of the Spanish people in order to advance the Roman Catholic cause might also be considered.</p>	30

Question	Answer	Marks
17	<p>‘Rivalry between over-mighty subjects.’ Does this provide the most convincing explanation for the outbreak and continuation of the French Civil Wars?</p> <p>AO1 – Answers may refer to: religious issues; the weaknesses of the monarchy; the role of Catherine de Medici; the actions of various nobles and their client networks such as the Guise, Conde and Montmorency; foreign intervention; and, the various social and economic factors.</p> <p>AO2 – Answers should identify the principal causes of the conflicts that dominated France for several decades, followed by an assessment of which were the most important and why. Clearly, some factors may have had differing degrees of importance at different times. The question refers to both ‘outbreak’ and ‘continuation’.</p>	30

Question	Answer	Marks
18	<p>Assess the achievements of the Jesuits in the Catholic Reformation and the Counter-Reformation.</p> <p>AO1 – First, answers should make a clear distinction between the two parts of the question, then they may refer to: the Spiritual Exercises; the Jesuits’ role in education; their work as confessors; Poland/Lithonia/Bohemia; their missionary work; the example they set; the sheer quality of the membership and their commitment; their influence on secular leaders; Douai and St Omer; and, their support for the Papacy and the degree of their obedience.</p> <p>AO2 – Answers could consider the Jesuits’ achievements not only in countering the Reformation process, but in advancing change within the Roman Catholic Church itself. There are examples where their work might be seen as counterproductive, but there are many examples where they did reinvigorate the Roman Catholic Church and stem the tide of Protestantism. Strong answers will see the distinction in the question between Counter-Reformation and Catholic Reformation.</p>	30

Question	Answer	Marks
19	<p>Assess the importance of the work of Sully to the recovery of France in the reign of Henry IV.</p> <p>AO1 – Answers may refer to: Sully’s work as Superintendent of Finances; the exports of wine and grain; his weeding out corruption; his tax collection; the arrest of speculators; his saving money for the public purse; his control of provincial governors; his highways and public works; agriculture; his military reforms; roads/bridges/canals; his managing of the nobility; and Henry himself.</p> <p>AO2 – Answers should assess the work of Sully and comment on the extent to which this work was important to the recovery of France up to 1610. It could be argued that simply ending religious conflict and having a half competent King was sufficient for France, to demonstrate her ability to recover from division and conflict. It could also be argued that simply restraining Henry IV from excess was his major contribution. However, it was the breadth of his contribution and his lack of personal ambition that was so vital.</p>	30

Question	Answer	Marks
20	<p data-bbox="316 248 1262 282">How significant for the Ottoman Empire was the defeat at Lepanto?</p> <p data-bbox="316 320 1299 517">AO1 – Answers may refer to: the coalition against the Ottomans actually worked; her outdated galleys showed their weaknesses; Europe defended against major incursion; the prestige of the West was enhanced and that of the Ottomans lowered; the failure of the Holy Leagues to capitalise on their victory; Cyprus falling; the Eastern Mediterranean still being in Ottoman hands; Tunis 1574; and, Fez 1576.</p> <p data-bbox="316 555 1315 685">AO2 – Answers should reflect on the implications of ‘significant’; no detail after 1610 is expected but can be credited. The significance of the defeat might be seen by contemporaries in a different way than those who have the advantage of hindsight. Many, on both sides, saw it as a temporary setback.</p>	30

Section 5: Themes c.1378–c.1610

Question	Answer	Marks
21	<p>What best explains the origins of the Renaissance in Northern Italy?</p> <p>AO1 – Answers may refer to: the atmosphere and attitudes within the Italian City States; the wealth of the region; noble patronage and ecclesiastical patronage; the availability of scholars and scholarship; the role of the universities; the links with other countries; and, the competition such as Florence versus Venice.</p> <p>AO2 – Answers should identify the key causative factors, then offer a considered judgement on which might be seen as the most important and why.</p>	30

Question	Answer	Marks
22	<p>'A totally patriarchal society with a limited role for women.' How true a picture is this of the later Middle Ages?</p> <p>AO1 – Answers may refer to women's role: in cottage industries; at harvest time; as textiles producers; as prescribed in the Bible by Paul, that women should receive no teaching and remain silent; as abbesses and queens, e.g. Isabella; in household management; and, as being the property of father/husband unless widowed.</p> <p>AO2 – Answers should comment both on the 'totally patriarchal society' as well as the 'limited role'.</p>	30

Question	Answer	Marks
23	<p>Assess the cultural achievements of the Northern Renaissance.</p> <p>AO1 – Answers may refer to: German, French, English and Dutch 'renaissances'; less ecclesiastical influence; the influence of Protestantism; the work of artists such as Durer, Holbein, Van Eyck, Bosch, Breugel, etc.; different techniques such as the use of oils; different architectural influences; and, the influence of printing.</p> <p>AO2 – If comparison with the Italian Renaissance is made (there is no requirement that this should be made), the focus should be on the Northern Renaissance and the extent to which it differed, as well as its overall impact and cultural significance. Strong answers may establish criteria to assess cultural achievements and will certainly go beyond describing the beauties of works of art.</p>	30

Question	Answer	Marks
24	<p>What best explains the Portuguese success in exploration and colonisation in this period?</p> <p>AO1 – Answers may refer to: the willingness to progress into (literally) unchartered waters; and, skilled shipbuilders, e.g. the development of the caravel; their advances in navigation and cartography; royal support, Henry the Navigator in particular; the wealth accumulated at an early stage encouraged further investment; and, the absence of much competition.</p> <p>AO2 – Answers should identify a range of reasons for the Portuguese success in both areas and then comment on which could be seen as the most important and why. Ideally, ‘exploration’ and ‘colonisation’ should be dealt with separately, but inevitably some reasons cover both.</p>	30

Question	Answer	Marks
25	<p>‘A period of significant commercial and industrial growth.’ Is this an accurate picture of the European economy in the sixteenth century?</p> <p>AO1 – Answers may refer to: the consensus that there was general expansion; the population growth; the impact of voyages and overseas commerce and new wealth; the impact of American bullion; the growth of capitalist enterprise in trade, industry and agriculture; the growth of Antwerp; textiles expansion; new trends in ship building; the growth of a sophisticated banking system – the Fuggers; and, the growth of companies, such as the Muscovy Company.</p> <p>AO2 – While there are geographical areas where little growth in either area is seen, overall the period is seen as one of growth in both areas.</p>	30

Question	Answer	Marks
26	<p>Were church authorities the principal instigators of the persecution of witches?</p> <p>AO1 – There are plenty of examples where the local churches and ecclesiastics played a significant role, such as the staunchly puritan areas of East Anglia in the UK or where the Archbishop of Trier mounted an all-out assault on all ‘nonconformists’ such as witches, Jews and Protestants. Answers may refer to: the influence of ignorance; superstition and mythology; and, the mass hysteria with an illiterate population.</p> <p>AO2 – The focus needs to be on the ‘principal’ instigators’ aspect of the question. There are many examples where the Church played merely a minor or supporting role and many other ‘secular’ factors were the principal motivating factors.</p>	30

Section 6: c.1610–c.1660

Question	Answer	Marks
27	<p>‘Richelieu was more successful abroad than at home.’ Was he?</p> <p>AO1 – Answers may refer to: Richelieu’s consolidation of royal power; his laying the basis of the reign of Louis XIV; his managing of noble factions; his patronage of the arts; Canada; La Rochelle; his methods of raising money; the anti-Habsburg policy ; his support for Gustavus Adolphus ; and, the outcomes of Westphalia.</p> <p>AO2 – Answers should reflect on the criteria for ‘successful’ in both areas. Arguably, Richelieu’s contribution to the defeat of the Habsburgs came at a price for the overtaxed citizens of France. The extent to which his methods to expand royal power could be seen as a ‘success’ might also be analysed.</p>	30

Question	Answer	Marks
28	<p>‘Gustavus Adolphus left Sweden a disastrous legacy.’ Did he?</p> <p>AO1 – Answers may refer to the seemingly endless warfare and requirement to continue to focus on either expansion and/or retention of Swedish territory: the expansion into ‘natural’ frontiers; the creation of a Swedish empire; an untenable empire given Sweden’s size and resources; an overstretched economy; the highly efficient and centralised system of government; and, the ‘saviour’ of Protestantism.</p> <p>AO2 – There is a good case to argue each way. Adolphus put Sweden firmly on the ‘map’ both literally and metaphorically; he left behind quality government and good utilisation of Sweden’s resources. Arguably, Sweden did not have the resources to maintain and defend her North German gains. There was also serious depopulation.</p>	30

Question	Answer	Marks
29	<p>‘Religious motives played a major part in the outbreak of the Thirty Years War, but little part in its continuation.’ Discuss</p> <p>AO1 – Answers may refer to: religious, dynastic, territorial and commercial causes; events in Bohemia and Denmark; the role of Richelieu and Gustavus Adolphus; the Holy Roman Empire; Poland versus Russia; Princes versus the Empire; Spain versus France; the Dutch independence struggle; and, the role of individuals such as Wallenstein.</p> <p>AO2 – Answers should discuss the role religion played both in causing outbreak of the war/s, and then in its continuation. Obviously, there was a strongly religious element in the initial outbreak, but there were also many other factors such as France’s desire to take on the Habsburgs and the Dutch desire for independence.</p>	30

Question	Answer	Marks
30	<p>Did the Treaty of Westphalia leave unsettled more issues than it settled?</p> <p>AO1 – Answers may refer to: the gains and losses of the Swiss, Dutch, Danes, Swedes, French, Spanish, Habsburgs, princes, etc.; the role of the Holy Roman Empire; the status of Lutheranism and Calvinism; Dutch independence; the precedence of peace established by the International Congress; and, ‘Westphalia sovereignty’.</p> <p>AO2 – Answers need to consider the range of issues such as the status of Protestantism and Dutch independence which could be seen as ‘settled’, then reflect on the potentially ‘unsettled’ issues such as the Habsburg versus Bourbon conflict and the status of Sweden. Overall, the Treaty could be seen to have ended one era, while at the same time making suggestions as to how future problems might be solved.</p>	30

Question	Answer	Marks
31	<p>To what extent was the commercial and economic success of the United Provinces in this period dependent on its geographical position?</p> <p>AO1 – Answers may refer to: the wars affecting other countries or rivals; the defeat of Spain; tolerance; the huge fleet of good ships and skilled sailors; the wealth of the fisheries; the great carrying trade; the capital available; the rise in agricultural output; the land reclamation successes; East India Company and international trade; and, the government by rich merchants with a vested interest in commercial and economic success.</p> <p>AO2 – Certainly the United Provinces good position when it came to the Baltic and Atlantic trade was very important, but then the Dutch also had tremendous enterprise, capital and a system of government that was highly supportive of commerce.</p>	30

Section 7: c.1660–c.1715

Question	Answer	Marks
32	<p>How is the transformation of Brandenburg-Prussia from a minor German state to a major European power best explained?</p> <p>AO1 – Answers may refer to: the work of the Great Elector; the terms of Westphalia; the desire of Frederick to counter Austro-Hungarian influence; the Julich-Berg gains; the decline of Swedish and Imperial power; taxation; the management of the Estates; the gains of the Great Northern War; and, the work of Frederick in developing the monarchy, its income and its army.</p> <p>AO2 – Answers should identify the various factors which enabled Prussia to develop in this period. They should comment on the extent to which it was the work of the Prussian leadership, or whether it was more dependent on external factors.</p>	30

Question	Answer	Marks
33	<p>How much did Charles II contribute to the decline of Spain?</p> <p>AO1 – Answers may refer to: Charles being both childless and heirless, and on his personal qualities as a ruler; the impact of the War of the Spanish Succession; inbreeding; a stagnant economy; the lack of any reform – civil or military; his favourites; Portugal and its colonies; the depopulation; and, the loss of Burgundy and Flanders.</p> <p>AO2 – Answers should reflect on the implications of the reign, both during and after. There are few redeeming features, but those answers that manage to maintain a balance between an incapable monarch and unfavourable circumstances should be rewarded appropriately.</p>	30

Question	Answer	Marks
34	<p>How absolute a monarch was Louis XIV?</p> <p>AO1 – Answers may refer to: Louis' decision-making on religious policy, such as the Revocation of Nantes; his treatment of <i>Parlements</i>; his relationship with his ministers and generals; his decision-making on foreign policy; Versailles; <i>Intendants</i> and local government; his relationship with his aristocracy; the limitations imposed by income, tradition, regionalism and the Ancien Regime, generally.</p> <p>AO2 – Ideally, answers should offer a definition of 'absolutism' and/or an 'absolute monarch', and then a developed discussion as to whether he met the criteria covered. There is obviously a strong case for seeing Louis as at the pinnacle of absolutism in the seventeenth century, but there were definitely some limits as to what he could and could not do.</p>	30

Question	Answer	Marks
35	<p data-bbox="316 248 1326 315">How significant was the outcome of the Great Northern War for Sweden and the Baltic region?</p> <p data-bbox="316 349 1326 483">AO1 – Answers may refer to: the power gap left behind after the defeat of the Swedes in the Baltic; the ambitions of Hanover; the Treaty of Stockholm; the gains of Brandenburg-Prussia; the status of Denmark/Norway; the expansion of Russia; and, Nystad and its implications.</p> <p data-bbox="316 517 1326 651">AO2 – Answers should offer an analysis of both the impact on Sweden internally and externally, as well as a focus on the whole region, including a range of countries from Denmark across to north Germany, to Poland and to Russia.</p>	30

Question	Answer	Marks
36	<p data-bbox="316 790 1326 857">Assess the responsibility of Louis XIV for the War of the Spanish Succession.</p> <p data-bbox="316 891 1326 1093">AO1 – Answers may refer to: the succession issue in Spain and its empire; the ambitions of Louis XIV; the control of the Spanish Empire in Europe and the Americas; the traditional Bourbon-Habsburg rivalry; the Partition Treaties; the desire of the Spanish to preserve the integrity of their Empire; the attitude of William of Orange; commercial factors; and, the balance of power considerations.</p> <p data-bbox="316 1126 1326 1261">AO2 – Answers should offer an analysis of the causes of the War of the Spanish Succession, and they should consider the extent to which it can be put down to just the territorial aspirations of Louis, or whether other factors and individuals should also take responsibility.</p>	30

Section 8: c.1715–c.1774

Question	Answer	Marks
37	<p>‘A great minister and a great servant of France.’ Does Fleury deserve this description?</p> <p>AO1 – Answers may refer to: Fleury’s relationship with Louis XV; his self-effacing and modest character; his recovery from Law’s exploits; his currency reform; the improved credit; roads; his working with Orry; Jansenists; the peaceful foreign policy; the economy; the poor military preparations; Poland; and, war with Austria.</p> <p>AO2 – To answer this question well, the two elements of the question need separating; it could be argued that Fleury was one, but less so the other. Some reflection on what the criteria for the two might be is also called for. There was a period of recovery, but also neglect in places.</p>	30

Question	Answer	Marks
38	<p>How effectively was the Habsburg Empire ruled in this period?</p> <p>AO1 – Answers may refer to: Charles VI; Maria Theresa; the Austro-Turkish War; the War of the Quadruple Alliance; the Polish succession; huge debts and military failings; the Pragmatic Sanction; the loss of Silesia; Maria’s defence of her territory and her thrones; and, the educational and religious changes.</p> <p>AO2 – Answers should reflect on what the criteria for ‘effective’ rule might be in this context. It could be argued there were few real achievements, but in the case of Maria Theresa, just survival might demonstrate more than mediocrity. There were huge challenges and the regime at least survived, as well as there being signs of progress.</p>	30

Question	Answer	Marks
39	<p>With what justification can Frederick the Great of Prussia be called ‘a truly enlightened despot’?</p> <p>AO1 – Answers may refer to: the work of Frederick William I; his bureaucracy; the army and military reform; his absorbing of Huguenot refugees and their economic impact; Pomerania; Frederick the Great; Silesia; the defeat of Austria; absolutism; alliances with other powers; his enlightened absolutism; his intelligent use of resources; and, his judicial and educational reform.</p> <p>AO2 – Answers should reflect on what the requirements might be to become a ‘truly’ enlightened despot and a clear case made out each way once a definition is established.</p>	30

Question	Answer	Marks
40	<p>'The desire to maintain a balance of power played only a limited part in eighteenth-century diplomacy and war.' Discuss.</p> <p>AO1 – Answers may refer to: the various treaties such as Utrecht and Nystad; the ambitions of Prussia; the traditional rivalries such as those between the Bourbon and Hapsburg's; the commercial rivalry; the desire for colonies; mercantilist ideas; the specific causes of conflicts such as the Austrian Succession and the Seven Years War; and, Polish partitions.</p> <p>AO2 – Answers should examine the extent to which the balance of power ideas influenced both international diplomacy and the various European Wars which took place in the period. Arguably, the causes of wars had little to do with the idea of balance, but when it came to peace-making, it played a much greater part.</p>	30

Question	Answer	Marks
41	<p>Assess the achievements of Philip V of Spain.</p> <p>AO1 – Answers may refer to: Philip's inability to stand up to French domination and influence, then that of Isabella Farnese; his employment of potential reformers such as Orry, de Macanaz and Patino; the reforms of the royal household; some financial reforms; the developments in the army, navy and communications; the improvements in trade, industry and the arts; and, the bankruptcy of 1739.</p> <p>AO2 – Reflection on what might be considered an 'achievement' in this context would be a good start. Historians on the whole have been very harsh on Philip, and there is justification for that view. The regime was largely kept going by bullion from South America, and it could well be argued that the changes initiated in the reign were superficial and there was a deep reluctance to tackle any of the fundamental underlying problems.</p>	30

Section 9: c.1774–1815

Question	Answer	Marks
42	<p>'She failed to address the fundamental problems facing Russia.' Discuss this judgement on Catherine the Great.</p> <p>AO1 – Answers may refer to: the Turkish conflicts; Poland; the Crimea; serfdom; her longevity; her patronage of the arts; her educational reforms; her role as mediator; the Assigination bank; her tolerance for Moslems; and, Pugachev.</p> <p>AO2 – Answers should offer an analysis of both her domestic and foreign policies and comment on the extent to which anything of real merit was achieved. There needs to be identification of what might be the 'fundamental' problems of Russia at the time and comment on the extent, if at all, she dealt with them.</p>	30

Question	Answer	Marks
43	<p>Was Joseph II more successful at home than abroad?</p> <p>AO1 – Answers may refer to: his enlightened absolutism; his reform programme; his failure to anticipate and deal with the opposition; serfdom/the peasantry; tolerances; the administrative unity; legal reforms; educational changes; the Jesuits; his failure in Germany; and, the Turkish wars and Balkan interests.</p> <p>AO2 – Answers should consider the criteria for 'success', and offer a supported judgement about the relative success of domestic and foreign policy.</p>	30

Question	Answer	Marks
44	<p><i>(Candidates offering Paper 5f: The French Revolution should not answer this question.)</i></p> <p>What best explains the coming of the Terror?</p> <p>AO1 – Answers may refer to: the failure to achieve any consensus about how France should be governed; the failure of the monarchy; the background of war and invasion; the real hunger; the role of the emigres; the background of the September Massacres and the Bastille; the fear of the 'enemy within'; the political inexperience of the legislators; and, the role of the radicals and the crowds.</p> <p>AO2 – The key is to demonstrate awareness of the circumstances of the time. One historian referred to it as 'studied savagery from above and impulsive brutality from below', which could sum it up quite well. There was a huge amount of paranoia, fear and suspicion by the end of 1792 and no-one was capable of dealing with it.</p>	30

Question	Answer	Marks
45	<p><i>(Candidates offering Paper 5g: Napoleon and Europe should not answer this question.)</i></p> <p>How far did Napoleon maintain the ideals of ‘liberty, equality and fraternity’ in the domestic policies of the Consulate?</p> <p>AO1 – Answers may refer to: the plebiscites; the Concordat; the religious tolerance, of the Jews, for example; education; the Codes; the constitutional and administrative changes; propaganda; censorship; Fouché and his police; and, careers open to talent.</p> <p>AO2 – On the one hand, there was the uniform administration, the maintenance of a constitution, toleration, legal changes and a greater equality of opportunity to link the Consulate at least to the initial ideas of the Revolution on equality, if not so convincingly on liberty. On the other hand, the concentration of power and the limited powers of the assemblies, together with the elements of a police state indicated a limited link to liberty and real fraternity.</p>	30

Question	Answer	Marks
46	<p>How successful was Alexander I’s foreign policy?</p> <p>AO1 – Answers may refer to: Alexander’s inconsistency towards France; the invasion; the Continental System and the Coalitions; the gains of Vienna, Poland and Finland; the Holy Alliance and his relationship with Metternich; Persia; the Congress of Laibach; and, Greece.</p> <p>AO2 – Answers should reflect on what might be the criteria for a ‘successful’ foreign policy. Perhaps, one that maintained peace might be seen as more successful than one that simply added territory to Russia?</p>	30

Section 10: Themes c.1610–c.1800

Question	Answer	Marks
47	<p>Why did slavery become so commercially important in this period?</p> <p>AO1 – Answers may refer to: the amount of wealth generated; the income from imports and exports; employment; capital investment; the strategic value of the ‘sugar’ islands; and, the cities that grew up largely as a result of the trade.</p> <p>AO2 – The focus should be on the ‘so’ important part of the question and on the commercial aspects of the trade, rather than its implications for international relations.</p>	30

Question	Answer	Marks
48	<p>How far was the reorganisation of armies the main feature of changes in warfare in seventeenth-century Europe?</p> <p>AO1 – Answers may refer to: the methods of funding armies and navies; technological developments such as in artillery and the design and building of warships; the rise of professionalism in national armies; the use of mercenaries; the new techniques in fortification such as those developed by Vauban; the sophisticated techniques in engineering that were being utilised; the developments in logistics, such as those utilised by Marlborough at the end of the century; the changes in the way in which infantry and cavalry were utilised; and, the tactics of men like Gustavus Adolphus.</p> <p>AO2 – The extent to which armies (and navies) were reorganised in the period needs to be contrasted with the wide range of other significant changes in warfare in the seventeenth century. Certainly, there was a huge contrast in the degree of military organisation between that seen at the White Mountain and that seen at Blenheim, but there is plenty of scope to contrast that with the evolution of tactics and technology seen on both land and sea.</p>	30

Question	Answer	Marks
49	<p>How widespread was royal absolutism in <u>either</u> the seventeenth <u>or</u> the eighteenth century?</p> <p>AO1 – Answers may refer to: specific countries such as France, Spain, Prussia, Austria, Poland, and Russia, as well as those in Scandinavia such as Sweden; restraints, such as Parlements, Diets and the nobility, in different countries; possibly, examples where it failed, such as in Britain and the Low Countries; and, absolutist thinkers such as Bodin and Hobbes.</p> <p>AO2 – While a reasonable range of countries should be covered, there are limits to what can reasonably be expected, but more than just, for example, France and Prussia, should be covered. The focus should be firmly on the ‘widespread’ part of the question, and not on the degree of absolutism attained nor whether it was enlightened or not.</p>	30

Question	Answer	Marks
50	<p>How much influence did women have outside the household in eighteenth-century Europe?</p> <p>AO1 – Answers may refer to: the salons; the patronage of art and literature; royal mistresses and, of course, queens such as Catherine and Maria Theresa; and, the indirect influence of someone like Isabella Farnese.</p> <p>AO2 – A precise calculation is not expected, but there should be comment on the way in which the Salons provided a way of communicating between classes, for example, and encouraged a degree of freer thinking which challenged many of the accepted values of the day. Answers should weigh up, for example their influence on religious attitudes and the growth of tolerance, though not easy, it is there.</p>	30

Question	Answer	Marks
51	<p>‘They produced only abstract theories of limited relevance and impact.’ Discuss this view of the philosophes.</p> <p>AO1 – Answers may refer to the work of writers and thinkers such as Voltaire, Rousseau, Montesquieu, Diderot and Condorcet, and their influence on a wide range of areas, from the political influence of Montesquieu to that on education by Rousseau, and mathematics by Condorcet; they corresponded with monarchs such as Joseph and Catherine of Russia.</p> <p>AO2 – In terms of relevance, the philosophes dealt with many of the great issues of the day such as absolutism and religious toleration, and the role of women in society. The issues they argued over and the ideas they advocated were clearly featured in all the major social, political, economic and cultural changes of the late eighteenth and early nineteenth centuries. They helped to create an atmosphere where revolutionary ideas could develop, and where they could be questioned and challenged. The ideas of Montesquieu on the need for the separation of powers, for example, can be seen at work today in the Constitution of the United States.</p>	30

Question	Answer	Marks
52	<p data-bbox="316 248 1246 315">To what extent did the motivation for acquiring and developing an overseas empire differ from state to state in this period?</p> <p data-bbox="316 349 1302 584">AO1 – Answers may refer to: the growth of mercantilist ideas; the need to acquire raw materials and export markets; the pursuit of gold and silver; status and prestige acquisition; slavery; the protection of existing colonies, and the prevention of other nations acquiring any; the reward for victory in conflict; the need for monarchs and political leaders to assuage commercial pressure groups; and, specific countries such as France, Spain, the Dutch Republic, and Brandenburg-Prussia.</p> <p data-bbox="316 618 1326 748">AO2 – There is likely to be an examination of at least three of the major powers, and consideration of Britain in this context would be possible. Ideally, ‘acquiring’ and ‘developing’ should be dealt with separately, but equal treatment is not essential.</p>	30