

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9769 HISTORY

9769/22

Paper 22 (European History Outlines, c. 1378–c. 1815),
maximum raw mark 90

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

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

Examiners should 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 should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, 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 well 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 2 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 should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should 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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Band 1: 25–30

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. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Band 2: 19–24

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. Use of English will be highly competent, clear, generally fluent and largely error-free.

Band 3: 13–18

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. Use of English will be competent, clear and largely free of serious errors.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Band 4: 7–12

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 well 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. Some errors of English will be present but written style should be clear although lacking in real fluency.

Band 5: 0–6

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; unsupported generalisations, vagueness and irrelevance are all likely to be on show. 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 whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 1: c. 1378–c. 1461

1 Account for the economic and financial influence of the city states of northern Italy in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Some flexibility in terms of chronology can be allowed and, in the definition of 'northern' and 'city states' but Naples and Amalfi, for example, should not be included. Some examples will need to be provided and might include Florence, Siena, Venice, Genoa, Milan and Pisa. Explanation and assessment are required rather than description. Examples of economic and financial influence should be provided – industry (such as metalwork, armaments and textiles), banking and credit facilities, overseas trade. It should be stressed that such influence had deep roots but good answers may well attempt to explain why the influence of the city states was particularly important at this time. Among the factors at work, candidates may be expected to explore the following: geographical position between Western Europe, the Mediterranean and the Near East and between northern and southern Europe; political independence and the flourishing of urban communities and civic traditions; maritime power (Pisa, Genoa, Venice); long experience in banking and other financial services; accumulation of capital in the hands of powerful families; recovery of population levels, relationships with the Papacy, financial and political (e.g. Florence); the particular combination of commerce, industry and finance; relatively open societies; social mobility and the willingness of the lesser nobility to enter into commerce and finance; the development of sophisticated financial techniques (double-entry book keeping was well established and also bills of exchange, insurance policies and early forms of cheques).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may well speculate as to the success of the city states against a background of rivalry and internecine strife.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

2 How accurate is the view that the strength of the dukes Of Burgundy in this period depended on the weaknesses of the kings of France?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. There can be some flexibility in the chronology but candidates should demonstrate a sound coverage of the ducal reigns of Philip the Bold (1364–1404), John the Fearless (1404–1419), Philip the Good (1419–67). A comparison with the reign of Charles the Bold (1467–77) might be relevant to the argument. A good, balanced argument is required – the strengths of Burgundy and the personal qualities of the dukes alongside the problems and weaknesses of the kings of France. Answers should demonstrate a sense of perspective and the contrasts between the reigns of Charles VI and Charles VII. Apart from the personal qualities of the dukes answers may be expected to discuss the wealth of the Burgundian territories (agriculture, commerce and industry); the resources available to the rulers; a magnificent court, international influence. The weaknesses of the French monarchy may be identified as follows: the incapacity of Charles VI; the war with England; a powerful and independent nobility; particularism; weak finances. The importance of Burgundy's relationship with both England and France should be stressed and the significance of the Peace of Arras (1435) noted.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here answers may be expected to point up the significance of the end of the Hundred Years War and the French victory and to assess the extent of the recovery of the French monarchy under Charles VII. Meanwhile, it might be noted, Burgundy suffered from some weaknesses itself: the heterogeneous nature of its territories; the variety of customs, privileges and jurisdictions; scattered and extended territories; communications. Further stress might be laid upon the fate of Burgundy after 1477.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

3 Why, and with what immediate consequences, did Constantinople fall to the Ottoman Turks in 1453?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. This is a two-part question so a good balance will be required. The question requires a clear focus on 'immediate' consequences; there can be some flexibility in defining this but discussion of longer term outcomes should be avoided. The chronology of the section could determine this. The fall will need to be explained (rather than be described) and the consequences assessed for Christendom, for the Ottomans and for the thousand-year-old city itself (and the concept of Byzantium). Some accounts of events before 1453 will be relevant but plain narrative will need to be avoided. This should include the longer term expansion of the Ottomans, their expansion in Anatolia, their change of direction and focus towards the Balkans and Greece. It should be noted that the siege of 1453 was not the first. Alongside this the longer term weaknesses of Byzantium should be assessed. Among the more immediate explanations, candidates are likely to consider: the leadership of Murad II and Mohammed II; the quality of the Ottoman forces and their artillery in particular; the lack of any substantial aid to Constantinople from the West. In dealing with consequences, candidates are likely to assess the significance of the following: the strategic and economic importance of the city to the Ottomans; a base for further expansion by land and sea; the development Of Ottoman naval power, Muscovy's attempt to inherit the mantle of Byzantium; the impact on western Christendom and the failure to launch a crusade; longer term consequences for Christendom and the security of the central and western Mediterranean.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A further line of argument might be to trace the longer term causes of the fall of the city. For example, did the Fourth Crusade sound the knell of Byzantium? Was the fall of Constantinople in some sense 'inevitable'? Why did the city not fall before? Was the fall of Constantinople a dramatic turning point or simply the outcome of a continuous process? Was the significance of the fall of the city symbolic and psychological rather than actual? How convincing is the argument that the Ottoman conquest actually preserved 'Byzantinism'? How significant were the intellectual, cultural and artistic consequences for the West?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

4 Assess the relative importance to the Hussite movement of religious and political considerations.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Successful arguments will stress the relative importance of the relevant factors in terms of motivation and support and whether religious ideas and teaching inspired political and material considerations or vice versa. A good sense of balance will be important. Among the issues to be considered are the following. The popularity of Hussite Wycliffite teaching – communion in both kinds, reform of corrupt clergy, the reduction of Church property. National Czech sentiment in Bohemia and its association with Hussitism. The embracing of Hussite teaching by the Czech masters of the university of Prague and its rejection by German masters. Disputes between Wenceslas IV and the Church over finance, justice and administration and the King's withdrawal of support from the Roman pope after the Council of Pisa. The large number of gentry and nobles supporting the Hussites after Hus's execution. The death of Wenceslas IV in 1419 which led to the intervention of Sigismund, King of the Romans. He was accepted in areas of Bohemia where Germans were numerous but rejected elsewhere. Hussite resistance began in earnest in 1419 (Zizka). At this point, a review of the motives of Wenceslas, Sigismund and the Hussite leaders would be helpful.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The argument might be sharpened here by demonstrating the interconnectedness of religious/anticlerical/political/economic and nationalist motives. Candidates might also draw distinctions between the more moderate Utraquists and the Taborites who were political and social as well as religious radicals.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

5 Assess the strengths and weaknesses of Poland-Lithuania in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Narrative accounts should not score highly. Assessment and analysis are required with a balanced coverage of strengths and weaknesses. Among the strengths candidates are likely to discuss the following. The qualities of Wladyslaw (Jagello) as King of Poland (succeeded 1386). His partnership with his cousin Witold, governor and then prince of Lithuania (1401). Successful wars against the Teutonic Knights including a great victory at Grunwald (1410). The gaining of Samogitia, thus separating the territories of the Teutonic Knights in East Prussia from those of the Knights of the Sword in Livonia. The expansion of Poland-Lithuania eastwards at the expense of Muscovy. Wladyslaw II's avoidance of a commitment to the Hussites and the development of a collaborative relationship with the Catholic Church. In considering weakness, candidates are likely to deal with the following. The union of Poland-Lithuania was not easy to maintain – a personal union rather than a unitary state. Poland-Lithuania had numerous rivals and enemies – Tartars, Muscovy, the Teutonic Knights and Knights of the Sword, the Turks, Sigismund of Hungary. A powerful nobility which took advantage of the death of Wladyslaw II and the succession of his son Wladyslaw III who was a minor. The premature death of Wladyslaw III in battle (1444) and a resulting succession crisis. Numerous national and religious minorities within the frontiers. The complexity of the constitution and system of government.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A sharp sense of analysis is to be expected as to the balance between strengths and weaknesses and it might be argued that some characteristics of Poland-Lithuania demonstrated both, for example, the vast size of the state.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 2: c. 1461–c. 1516

6 To what extent, and in what ways, did the Valois kings extend their authority within France between 1461 and 1515?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Explanation and assessment are required rather than description and narrative. The chronological focus is upon the reigns of Louis XI (1461–83), Charles VIII (1483–98), Louis XII (1498–1515). However, it would be relevant to comment briefly upon the achievements of Charles VII and the significance of the expulsion of the English. There are two elements to the question so a balanced treatment is necessary, although the question should not be approached too rigidly as a ‘two-parter’ since there are close links between the elements. Answers might well begin with the difficulties faced by Louis XI on his accession, for example, considerable opposition from powerful nobles especially in the form of the League of the Common Weal. This problem was eased by the death of Charles the Bold of Burgundy (1477) and Louis was able to exploit this by the seizure of the duchy of Burgundy proper, of the Franche Comte, Artois and Picardy. This securing of the frontiers of the kingdom (so some consideration of diplomacy may be necessary) and consolidating its territorial integrity was pursued in other ways (for example, the bringing of Provence, the Beaujolais, Maine, Roussillon and Cerdagne under direct monarchical control). Among the other aspects of royal policies and/or achievements to be considered are the following: the subordination of the Parlement of Paris; infrequent calling of the Estates-General; control over senior appointments in the Church (building on the Pragmatic Sanction of Bourges), use of the royal council and attempts to free it from noble domination; encouragement of trade and industry.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to sharpen their assessments of ‘to what extent’. It might be argued, for example, that Louis XI failed fully to exploit the demise of Valois Burgundy. A powerful nobility still remained and Louis XI was fortunate in the deaths of some great nobles, for example, Charles of Orleans. Provincialism remained strong and little was done to reduce the venality and privileges of office-holders. There was a crisis of authority on the accession of Charles VIII. Candidates may also assess the respective contributions of the three kings and debate the wisdom of the intervention in Italy and its impact upon domestic concerns.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

7 Who gained and who lost from the Italian wars of 1494–1516?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The chronological dimensions of the question relate to the period from the invasion of Italy by Charles VIII to the accession of Charles of Habsburg as King of Spain and the Treaty of Noyon although the battle of Marignano (1515) could represent a convenient stopping point. Argument and explanation are required rather than a catalogue of events or a simple balance sheet. Nevertheless a framework of major events and turning points with the necessary analysis could well make for a successful approach, but the period should be considered as a whole. The main participants can be identified as follows: the Papacy; France; Aragon/Spain; the Emperor; Venice; Naples; Milan; the Swiss. The argument may be expected to be built upon the following losses and gains. France gained Milan and the negotiation of the Concordat of Bologna as well as the glory and prestige of military success. The Papacy emerged territorially stronger but had made enemies. The Spanish kingdoms secured Naples. As a result of its alliance with France at Marignano, Venice was restored to the frontiers it held in 1494. Milan and Naples and their ruling families, respectively Sforza and Ferrante passed under foreign control. The invasion of Milan by the Emperor Maximilian failed and he was left diplomatically isolated. The Swiss, it might be argued, emerged as losers. They were forced to cede their bases in Lombardy, their military reputation was damaged and they pledged service to France in future wars. It would also be relevant to comment on the devastation caused by military campaigns, the extent of damage done to cities and the economy and the sufferings of the commons.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here the argument could be sharpened by a discussion of gains and losses in relative terms and the consequences for the balance of power and great power rivalry for the future.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

8 How seriously was Christian Europe threatened by the Ottoman Turks in the period 1451–1520?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The chronological dimensions of the question are the reigns of Mohammed II (1451–81), Bayezid (1481–1512) and Selim I (1512–20). An assessment of 'how seriously' will be essential to success and narrative accounts should not be highly rewarded. An important part of the answer is the extent of the opportunities available and exploited by the capture of Constantinople strategic, economic, religious, naval and military – but candidates will need to go beyond this for really successful answers. Besides the threat represented by the Turks, answers should recognise that the response of western Christendom was muted and appeals for a Crusade fell largely on deaf ears. Answers will need to assess the significance of Turkish incursions into Greece and the Balkans, the threat to the trading empires of Genoa and Venice and to their position in the Aegean and the Adriatic.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Fluctuation in the seriousness of the threat might be commented upon. The reign of Bayezid was one of relative stagnation as far as a westward policy was concerned. Furthermore, the Ottomans had other concerns besides Christendom, especially towards the Mameluks of Syria and Egypt and the Shah of Persia. They were a particular concern for Selim II. Other issues for debate are: whether the nature and seriousness of the threat was perceived to be more serious than previously and the extent of the foundations laid for a further westward expansion.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

9 'The policies of Maximilian I were driven entirely by dynastic considerations.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Successful arguments will demonstrate a sharp focus on the dimensions of 'entirely' or, at least, the primacy of dynastic considerations. The main lines of the answer may be expected to be as follows. Maximilian's demonstration of his concern to further the interest of the Habsburgs before his election as Emperor. His marriage to Mary of Burgundy which put the Burgundian Netherlands into his hands and a claim to the rest of the Burgundian inheritance. The marriage of his son, Philip the Fair, to Joanna of Castile which resulted in Philip's claim to the throne of Castile and his grandson Charles inheriting the Spanish kingdoms. Claims to the thrones of Bohemia and Hungary were furthered by the marriages of Maximilian's grandchildren into the Jageno family. Maximilian's own marriage to Bianca Sforza of Milan had dynastic aims but also reflected the historic claims of the Empire in northern Italy. Other policies included the consolidation of the Habsburg position in southern Germany.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here answers may be expected to give closer attention to alternatives such as strategic considerations, personal prestige and the reform of imperial institutions. Maximilian's policies seem to lead directly to the formidable Habsburg monarchy of Charles V but how much was this a result of foresight rather than chance and unforeseen deaths?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

10 How fully did Ferdinand and Isabella achieve their aims?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Successful answers will require a clear identification of aims and a conscious evaluation of 'how fully'. In addressing these requirements the following issues are likely to be raised. The assertion of Isabella's claim and the defeat of Joanna and the Portuguese. The conquest of Granada thus completing the Reconquista. A religious policy which included increased control over and reform of the Church and a favourable adjustment of relations with the papacy. Reform of the administration, government and finances and the maintenance of good relations with the towns. Restoration of order, enforcing the law and upholding justice. The pursuit of religious orthodoxy, and, possibly, racial 'purity' involving policies towards the Jews and Moors, conversos and moriscos. To conclude successful dynastic marriages. The expansion of the economy. The assertion of authority over the nobility and the recovery of alienated crown lands. To secure the frontiers and to pursue ambitions in Italy and the Mediterranean and in transoceanic exploration and expansion.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to demonstrate the differences between Castile and Aragon and to assess the extent to which the policies of the Catholic Kings applied to both. How far did the interests of Castile and Aragon diverge? In what sense, if at all, did Ferdinand and Isabella aim for a united Spain?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 3: c. 1516–c. 1559

11 Which made the more important contribution to the spread and consolidation of Lutheranism in Germany – the princes or the towns and cities?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Real comparisons are required here, rather than completely separate treatment of the two elements, together with a good balance of coverage. The princes can be seen to have played a vital political role especially after 1530 in consolidating the movement. They created political structure to defend themselves and Lutheranism from Charles V (the League of Torgau and the Schmalkaldic League). In the earlier stages the initial protection of Luther himself by Frederick of Saxony was crucial. In the 1520s important princes came over including Philip of Hesse, Albert of Hohenzollern, the Count of Mansfeld and the Duke of Schleswig. Luther's survival depended in the early years upon political support. Moreover princes had the authority to influence the religion of their subjects. The principle of cuius regio, eius religio was enshrined in the Peace of Augsburg. However candidates should recognise that the immediate impact of Luther's teaching was experienced first in the towns and town government often responded to pressures from below. Lutheranism, it might be argued, was a 'literate' religion and therefore was more likely to make an appeal in towns where literacy rates were higher. It has been suggested that Lutheranism had an 'urban ethos' and was an 'urban event' (Dickens). Such issues are open to discussion and debate. Of the imperial towns perhaps three quarters came to recognise Protestantism. Examples might be given of the experience of particular towns such as Nuremberg and Augsburg, for example, and in contrast, Cologne. In towns preachers found large concentrated audiences and particular aspects of Lutheran teaching appealed both to town councils and people.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to demonstrate sharp insights into the balance between princes and towns/cities as well as raising other possibilities (such as the role of Luther himself and his followers such as Melanchthon).

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

12 To what extent can it be argued that the spread and success Calvinism resulted from its system of Church government rather than its teachings?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Candidates should recognise the distinctions between the two elements in the question and make them with care, although not too rigidly and they should see the connections. The focus must be on the success and spread of the movement rather than upon its origins. There can be some flexibility as to chronology, the coverage should not extend much beyond the confines of the Section (up to 1559) but might go as far as, say, the death of Calvin (1564). Attention is likely to be largely upon Switzerland and France and, up to a point, the Netherlands and parts of Germany. The teaching of Calvin offered, it can be argued, a sharper and clearer programme of reform including the appeal of double predestination, the preaching of the Word (to a literate audience), the idea of a limited number of the elect and gathered congregations. The Geneva system of Church government of pastors and elders appealed to 'democratic' elements as well as to social elites and was a challenge to clerical dominance. It enabled stronger lay control of the church and this appealed to the nobility and their networks of clients.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities here for engagement with historiographical debates. Did Calvinism encourage resistance to 'ungodly rulers'? Was it a creed for 'rebels'? Was it especially attractive to the 'bourgeoisie' and 'capitalist interests' and to townspeople in general? If so, why? Candidates should recognise that Calvinism did link political, social and religious issues together and should also be aware that Calvin's own views changed and were developed as well as being interpreted by others.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 17	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

13 How absolute was the authority of the French monarchy under Francis I and Henry II?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Without necessarily attempting a formal definition, candidates will need to demonstrate a clear understanding of the concept and place it in the context of the earlier-sixteenth century. It may be regarded, briefly, as an hereditary monarchy, not answerable to earthly authority, responsible to God alone but with a moral obligation to rule by Christian principles. Such authority, in its complete form would be untrammelled by other institutions in the Kingdom, such as representative assemblies and subordinate courts but would rule according to law and custom. Answers can reach the highest bands if they concentrate largely or even entirely on the King's authority within his own kingdom. Nevertheless war and relations with other rulers are worth considering as manifestations of the King's glory and power on a broader stage, proof of his security at home and a means of furthering his dynastic ambitions and responsibilities. In the domestic sphere the following issues might be considered: policies towards and relations with the Estates-General and Parlements; particularism of the provinces, the pays d'état; attempts to enhance the royal finances including taxation; the extent of control over the Church; the appointment and dismissal of ministers; relations with the nobility; the extent of centralising measures, the success achieved and the development of a professional bureaucracy; the extent to which reforming religious movements affected royal authority.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to consider more closely the very real limitations on absolutism/royal authority – the extent of centralisation, the considerable power of the nobility, venal office-holding, problems of communicating across a large kingdom, the inadequacy of royal finances for all the ambitious projects contemplated, the survival of strong provincial sentiments. There are opportunities too, for exploring historiographical debates, for example, whether 'absolutism' is in itself an apt term.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 18	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

14 How well does Suleiman I deserve his reputation as the 'Magnificent'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The question requires an assessment of Suleiman's achievements and a critical evaluation of his reputation rather than a descriptive account of his policies and actions. A wide-ranging approach should be expected which goes beyond the Sultan's successes in war and territorial expansion. Candidates may comment upon Suleiman being dubbed the 'Magnificent' in the West whilst being regarded as the 'Lawgiver' by the Ottomans. Among the issues for discussion are the following. Suleiman's strategic success in acquiring territory as a buffer against his principal rivals Persia and the Austrian Habsburgs. The capture of key positions such as Belgrade and Rhodes. Naval power in the Black Sea and Mediterranean. The stability of his reign at home whilst military successes kept the janissaries quiet. However, disturbances did arise as a result of power struggles between the Sultan's sons. Suleiman's choice of able and loyal viziers. The demonstration of personal leadership, for example, Suleiman led thirteen campaigns himself lasting for a total of ten years and he enjoyed a high reputation as a military leader. Suleiman's great victory at Mohacs (1526) and his reaching of the gates of Vienna (1529). Administrative and legal reforms. The magnificence of Suleiman's court and personal appearance, public ceremonies, the court as a cultural centre and the Sultan's intellectual interests, for example, in astronomy and cosmography and his gifts as a poet. Suleiman's reputation as a great builder, for example, the Great Mosque in Istanbul.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Whilst Suleiman's reign may be regarded as the apogee of Ottoman power, nevertheless, he enjoyed a strong inheritance from his father and benefitted from the strategic and cultural importance of Istanbul. It might be argued, also, that Suleiman over-stretched the Ottoman Empire and that his legacy to his successors required critical attention.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 19	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

15 How constructive were the achievements of Ivan IV of Russia?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A balanced coverage of the whole reign is required and purely narrative accounts should not be highly rewarded. Argument and evaluation should be to the fore. Among the issues to be considered are the following. The reform programme of the earlier part of the reign in the hands of the 'Chosen Council'. The calling of the Zemsky Sobor. Greater security for Muscovy by success over the Tartars and the conquest of Kazan and Astrakhan. Opportunities for further expansion by extending control over the Volga and trade routes with Central Asia. Expansion into the Baltic, although the invasion of Livonia and Estonia eventually failed. Contacts with the West, including England and Austria. The debate over the creation of the Oprichnina after 1564 which might be seen as an instrument of reform or as a reign of terror with disastrous results.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Apart from the debate over the Oprichnina answers might assess the extent of success over the Tartars (the Crimean Tartars were not suppressed and were able to sack Moscow in 1571), and that expansion towards the Baltic largely failed and the significance of contacts with the West can be over-estimated. Above all, perhaps, Ivan's legacy in terms of the succession problem arising out of the Tsar's murder of his own son made way for the onset of the Time of Troubles.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 20	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 4: c. 1559–c. 1610

16 With what justification can the civil strife in France in the second half of the sixteenth century be regarded as 'wars of religion'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. There should be a good balance of coverage between the origins and causes of the conflict and its development in the second half of the sixteenth century. Narrative accounts of events will not meet the demands of the question. Answers may be expected to explore the following issues. The development and scale of Huguenotism; Calvinism's justification for resistance and its militant aspects; the appeal of Huguenotism to members of the nobility; regional distribution. The Catholic response in the form of the Catholic League, the Guise family and the stance of Paris. The impact of violent incidents which provoked and exacerbated conflict, for example, the massacres of Vassy and St. Bartholomew's Day. As to issues with less obvious religious connotations, the following may be expected to form part of the argument. The weaknesses of the monarchy, its financial problems, the role of minority and of individual monarchs, the childlessness of Henry III which raised dynastic conflict, the role of Catherine de Medici and failure to find a lasting compromise between conflicting groups. Noble faction which was accentuated by a royal minority; clientage and regional particularism; the element of vendetta after the death of Francis, duke of Guise. France's economic and social problems; plague, famine and inflation intensified the state of disorder. The impact of foreign intervention. The unsatisfactory nature of truces and peace treaties.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates should take the opportunity of evaluating the relative importance of the factors involved and may well seek to argue the extent of the changing importance of issues over the period as a whole. There is a good argument to be pursued also in identifying the connections between religious motives on the one hand and political and material on the other.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 21	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

17 Account for the rivalry between the states of the Baltic region in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Entirely narrative accounts of events cannot be highly rewarded. The chronology of the question fits the dating of this section very conveniently. Gustavus Vasa died in 1560 and Gustavus Adolphus succeeded to the throne in 1611. Nevertheless, some reference back to previous history will be helpful. The states chiefly involved were Denmark/Norway, Sweden and Poland/Lithuania. Russia and Brandenburg-Prussia may be regarded as aspirants to influence in the Baltic and the Emperor also had interests there. Baltic rivalries are complicated by the interests of extra-Baltic powers such as England and the Dutch. There were important issues at stake and candidates may be expected to consider the following. The earlier union between Denmark and Sweden broken by Gustavus Vasa in the early sixteenth century, control of the Sound by Denmark and its importance in controlling entrance to the Baltic and communications between Denmark and Norway. Shortage of natural resources on the part of Denmark/Norway. The importance of the resources of the Baltic not only to the Baltic states but also to the European economy – grain, timber, naval stores, fish, minerals. Control of the river mouths flowing into the southern and eastern Baltic coasts. Sweden's expansionist policy under the Vasas, for example, the seizure of Estonia and Narva, Ivan IV's designs on Livonia which were contested by Poland. Brandenburg's foothold in East Prussia. The breakdown of cooperation between Sweden and Poland; the election of Sigismund Vasa to the Polish throne and his later succession to the Swedish crown; a clash of interests in Livonia.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may take the opportunity of assessing the relative importance of economic, strategic, personal and dynastic factors.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 22	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

18 How far was Philip II personally responsible for the outbreak of the revolt of the Netherlands?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The question asks about the outbreak of the revolt not its continuation. There can be some flexibility in defining 'outbreak'; 1566 is a possibility but coverage should go beyond 1572. A detailed narrative account of the rebellion is not required. The principal focus must be upon Philip II and 'personally' in terms of policies and personality, but a good sense of balance is necessary in evaluating these considerations alongside other factors. Candidates may well begin by assessing the legacy of Charles V and recognising the strategic and economic importance of the seventeen provinces which made them vital to the Habsburgs and an area for intervention by the French and English. Religious issues, including the growth of Calvinism, were clearly important but the extent to which Philip's policies exacerbated the problems will need to be assessed. Before troops were withdrawn after Cateau Cambresis their presence was unpopular and this grievance was revived with the arrival of Alva's army in 1567. Policies for centralisation and the reorganisation of ecclesiastical dioceses were unpopular, whilst Philip's mishandling of the nobility can justly be criticised as can his choice of Regents such as Granvelle and Alva. Moreover, Philip left the Netherlands for Spain in 1559 never to return. In terms of 'impersonal' factors candidates are likely to note the underlying currents of economic and social discontent and the famine of 1565–6 in particular.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Part of the counter-argument to Philip's personal responsibility lies in the inherent difficulties of governing the seventeen provinces with their local privileges, laws and customs and few common institutions. Moreover, it was vital for Spain to control the Netherlands given its strategic and economic importance at the end of a great river system and across the sea route from the Baltic to Western Europe. Antwerp was vital to Spain's own economy. Did Philip have an alternative, therefore, to maintaining a tight hold on the provinces particularly given the likelihood of France filling the resulting vacuum? Candidates may also sharpen the argument regarding Philip's inheritance from Charles V who had kept a large army in the Netherlands, imposed heavy taxes, introduced the Inquisition and planned the reorganisation of ecclesiastical dioceses.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 23	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

19 To what extent did the Papacy hinder rather than advance the reform of the Catholic Church in the period c. 1520–c. 1600?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. In answering this question candidates should not be confined to the chronology of this section of the paper (1559–1610). The wording of the question, the syllabus and the Teachers' Guide all allow them to range over the sixteenth century as a whole. Balanced argument and assessment are required rather than a plain account of reforms and events and the chief focus must be upon the Papacy. It would assist answers if the need for reform were indicated, with specific examples, together with comment upon impact of the Protestant Reformation. Some discussion of the Renaissance Popes, their reputations and policies, would be relevant. Candidates may be expected to deal with attempted reforms in the earlier sixteenth century which were not inspired by the Papacy, such as the foundation of new orders, for example the Theatines (whose joint founder, Pietro Caraffa, was the future Pope Paul IV) and the Oratory of Divine Love. Concerning the role of the Papacy in later reforms, and assessing the extent of 'hindering/advancing', candidates are likely to deal with the following. Issues for discussion all require comment and analysis. Developments in the reign of Paul III including: the appointment of six members of the Oratory as cardinals and commissioning of the Oratory to draw up plans for Church reform, although its findings were neither accepted nor implemented; permission for the Jesuits to form a new order (1540); approval of the foundation of the Barnabites; revival of the Roman Inquisition (1542). The resistance of the Papacy as an institution, and by individual Popes to a General Council and disagreements this caused with the Emperor. Such disagreements, it might be argued, held back reform. In spite of this a General Council was summoned to Trent (1545) by Paul III, but any questioning of papal authority was prevented. At this stage Catholic doctrine was restated which made any compromise with Lutheranism impossible. Recall of the Council by Julius III, again to Trent (1551). The pontificate of Paul IV (1556–9) as a period of powerful attack on heresy. Pius IV (1559–65) issued the Index (1559) and recalled the Council (1562). In terms of overarching issues, candidates may argue that the delay in calling a Council hindered reform and that the papacy's concern to defend its own position was largely responsible for such a delay. In addition any chance of compromise with Lutherans and other reformers was lost. Nevertheless under Paul IV and Pius V (1566–72) important reforms were introduced in the fields of monastic discipline, clerical residence, the papal curia and the moral condition of the city of Rome.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here there are good opportunities for sharpening the debate as to whether the Popes' concern to preserve papal supremacy (and this was a clear outcome of Trent) delayed or even prevented reform. On the other hand it might be argued that without the Papacy substantial reform was highly unlikely and that, in the end, the Papacy came to take the lead.

AO3 [Not applicable to Outlines]

Page 24	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 25	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

20 How successfully did Henry IV deal with the problems facing him as King of France?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The focus should be on Henry IV as King and not the period before his accession. Answers should be rewarded for their qualities of argument and evaluation rather than narrative, however accurate and full, and should be aware of the limitations of Henry's policies as well as his successes. A survey of the situation in 1589 would make for a sound opening: a contested claim to the throne; the Catholic League in possession of much of eastern France; the aftermath of a long series of civil wars and serious financial difficulties for the Crown, Spanish intervention; religious divisions and possible Huguenot opposition after the King's conversion. Henry IV's response to these problems may be considered under the following broad headings, with the necessary assessment. Henry's adoption of Catholicism and the issuing of the Edict of Nantes. The restoration of the prestige of the Crown and asserting its authority over the Catholic League and the nobility more generally. Financial and economic reconstruction with particular reference to the role of Sully. The effectiveness of policies regarding taxation, administration, royal authority in the provinces, the handling of the parlements. In the field of foreign policy, the Spanish incursion was repulsed and peace concluded, the beginnings of an anti-Habsburg coalition were laid, successful pressure was brought to bear on the Duke of Savoy to cede strategic areas enabling France to threaten the Spanish Road. However, the handling of the Julich-Cleves crisis was less successful.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to take a more critical view of Henry's success. The Edict of Nantes was not a perfect solution and it was revised by Richelieu and Louis XIV. Although the financial problems were eased, weaknesses still remained. Answers may argue that Henry's assassination demonstrates an element of insecurity. At the same time the Bourbon monarchy survived this crisis and the resulting minority. Contemporary opinion and, indeed, propaganda, presented Henry in a favourable light ('le bon roi Henri'). How well deserved is this reputation – the King who governed for all and headed a divided nation? The damage inflicted by a half-century of strife should not be underestimated, however, and Henry's reign was cut short. A further debate to be explored is how far domestic reconstruction was owed to Sully. Meanwhile, in foreign policy, there was a good deal of unfinished business to be settled.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 26	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 5: Themes c. 1378–c. 1610

21 How are the artistic and cultural achievements of the city states of fifteenth-century Italy best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The question requires candidates to explore a range of explanations and to evaluate their relative importance. Answers should not be essays on art history alone but related to wider historical themes, social, economic, religious and political. Coverage need not be exhaustive but answers should range beyond painting and sculpture to a consideration of achievements in, for example, architecture, the writing of history, political treatises, scientific and medical works, the study of classical texts and exploration of the concept of the 'human spirit'. The best answers will provide examples. Answers should also provide examples of particular city states such as Florence, Urbino, Siena and Venice. In explaining artistic and cultural achievements candidates are likely to refer to the following. Patronage, which was not a new phenomenon and was not confined to the city states, but flourished particularly in this environment. An accumulation of wealth from banking, internal trade, collection of papal taxes and industrial activity. The nature and status of city states in terms of autonomy and independence, values of 'liberty', a sophisticated citizenry which included nobles and gentry as well as merchants, the absence of a 'universal censor' and, thus, considerable intellectual freedom and a spirit of enquiry. Add to this high literacy rates, ambitious civic buildings and other ventures, the virtues of 'civic life' and the continuity with civic traditions of the past. An integrated society of merchants, bankers, nobles and gentry provided a kind of model for Castiglione's 'Courtier'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here a sharper evaluation of relative importance is to be expected as well as a sense of the interconnections between a variety of factors. Strong answers may well take care not to over idealise the city states.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

22 To what extent, and why, were Jews treated as outcasts in the fifteenth and sixteenth centuries?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers need not necessarily cover the whole chronology but a sound and balanced treatment should be expected with a good range of examples. Candidates may well choose to begin with the 'why' element of the question. As far as the Church was concerned Jews had been declared 'outcasts' by St Augustine and were regarded as 'Christ-killers'. In canon law Jews were tolerated but were liable to prosecution for heresy if they were lapsed converts. Thus, the Church presented Jews as a spiritual danger. Meanwhile, in society more widely Jews were regarded as a social and physical threat and in popular superstition, represented as ritual murderers and poisoners of wells. Generally speaking, Jews were forbidden to own land, to become full citizens or be members of guilds. Thus Jews concentrated on commerce and money lending. Their role as bankers afforded them some protection but were liable to their loans being reneged upon and to expulsion. At times of social distress and natural disaster, famine and plague Jews were especially vulnerable to persecution. In fifteenth-century Spain conversos were less disadvantaged than marranos but were nevertheless, subjected to popular persecution in Toledo and Ciudad Real. Before 1492 conversos were not persecuted on religious grounds, although 'secret Jews' were. Segregation was decreed by the Cortes of Castile in 1480 and there was systematic persecution after the fall of Granada with the resulting expulsion and destruction of Spanish Jewry. A similar diaspora took place from Portugal. Elsewhere Jews were expelled from Cracow and Lithuania in the 1490s, there were expulsions from many German cities in the early fifteenth century and from some Italian cities in the late-fifteenth century. Local circumstances played an important part. In the sixteenth century ghettos were created, for example in Venice in 1516. Answers may also be expected to discuss the mixed response of Lutheranism to the Jews, at first broadly favourable but later hostile and, ironically Charles V protected Jews in a number of German cities. The impact of the Counter/Catholic Reformation on Jewish communities might also be assessed, persecution was especially severe under Pius V (1566–72) an example followed by some lay rulers. The inflation of the sixteenth century contributed to economic insecurity for which Jews were sometimes blamed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here answers might be concerned with differences in treatment of the Jews according to place, chronology and particular events. Although it failed, there was an attempt at dialogue, for example in the Jewish-Christian debates at Tortosa (1413–14). Again some Jewish communities remained active in business and commerce, during the sixteenth century, for example, in Ancona, Livorno, Genoa, Naples.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 28	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

23 How fully do demographic changes explain the price inflation in sixteenth-century Europe?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The principal focus will need to be on demographic change (in particular the rise in population) but since 'how fully' is asked other explanations should be investigated. The question asks about causes of price inflation rather than outcomes. Populations throughout Europe rose, particularly as the impact of epidemics lessened, and candidates may provide evidence with estimated statistics for Europe overall and for particular states. The argument runs that rising population put pressure on land and food supplies thus causing inflation but especially affecting food prices ahead of other goods (grain in particular) and raised rents. There is good evidence for a fall in real wages and the growth of population in towns. As against the demographic explanation other factors to be considered areas follows. An increased bullion supply from European and New World sources (the quantity theory of money); conspicuous expenditure by governments on building, fortifications, war and 'Renaissance courts'; debasement of the coinage (although this was rejected by some rulers, including Philip II); shorter term inflation as a result of natural disasters, failed harvest and commercial crises; manipulation of prices by stock 'hate' figures such as money-lenders, bankers, monopolists, corn dealers, rack-renting landlords.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities for exploration of the historiography (bullion theory perhaps) and of the views of contemporaries such as Bodin, Azpilcueto Navarro, Malestroit, Sir Thomas Smith and Gresham. Answers might also give further consideration to the availability and reliability of the evidence, for example, for population figures and quantities of bullion.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 29	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

24 Assess the influence of humanism upon religious thought and intellectual life in the first half of the sixteenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A sound balance of coverage between the two elements of the question should be expected. Some flexibility can be allowed with regard to the chronology. Precise definitions of the term 'humanism' are not necessarily to be expected but a clear understanding of the term and its scope will be necessary. Humanism may be regarded as an intellectual movement which placed new emphasis upon Greek and Latin classics in education, a revival of classical studies, a strong interest in Hebrew and a desire to return to original texts (*ad fontes*), the production of more reliable and accurate texts. In assessing the influence of humanism answers may be expected to discuss the following. Consequences for the writing and teaching of theology and biblical studies. The informal development of a group of Christian humanists who corresponded and exchanged manuscripts. Some Protestant leaders had their intellectual origins in humanism, for example, Zwingli and Melancthon. The extent of influence on both the Protestant and Catholic Reformations. A challenge to conservative theology. Influence upon rulers, for example, at the court of Francis I, the Meaux Circle in France, in Spain (for example upon Cisneros) and in Germany and the Netherlands. The importance of Erasmus and his works such as his translation of the New Testament, Paraphrases, *Enchiridion* and *In Praise of Folly*.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A number of debates might be pursued here, including the extent of the influence of humanism upon Luther and Zwingli, the parting of the ways between Erasmus and Luther and the importance of printing in spreading humanist ideas.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 30	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

25 Why was it that Portugal and Spain took the lead in European overseas exploration in the late-fifteenth and early-sixteenth centuries?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The focus of the question is upon exploration rather than conquest and the approach will need to be explanatory and analytical rather than descriptive. However, some indication of the range and scale of exploration will be necessary together with examples of expeditions and voyages. A good balance between Portuguese and Spanish endeavours should be achieved but not necessarily equal. Answers may be expected to discuss motives as well as the advantages and other factors which enabled Portugal and Spain to take the lead. Answers are likely to deal with the following issues. Existing interests before the great age of exploration: Portugal's history of crusading and participation in the slave trade in North Africa and its possession of Ceuta; Spain's position in the Canaries. Religious motives including Portugal's voyages along the African coast with a view to outflanking Islam and making contact with 'Prester John'. For Spain, the conquest of Granada in 1492 provided a good deal of the inspiration for Columbus's voyage in the same year. The part played by ruling families: Henry the Navigator, John II and Manuel I of Portugal; Ferdinand and Isabella and Charles I of Spain. The role of material motives in driving exploration, for example, bullion, slaves, trade with the East via an Atlantic route. The availability to both Spain and Portugal of navigational and geographical knowledge and ship design. The role of individuals such as Dias, de Gama, Cabral, Balboa, Albuquerque, Columbus, Magellan.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates might extend the argument into the issues as to why other Atlantic-facing states did not take the lead, for example, France and England.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 31	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

26 How convincing is the argument that persecution of witchcraft in sixteenth- and seventeenth-century Europe was principally a means of social control?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. There will need to be a sharp focus on the issue of social control but answers should assess other possible explanations alongside it. Answers need not deal with the whole chronology but a reasonable balance should normally be expected for the higher mark bands. It might be argued that any large-scale persecution required the support (and perhaps initiative) of ruling elites including nobles, gentry, elders and magistrates. In times of turbulence such as great social and economic change, civil strife or religious conflict extra dimensions of social control might have been seen to be required. Changes in legal procedures in some countries, leading to increased convictions, may well lend support to this view. The argument of misogyny is worthy of consideration: the *Malleus Maleficarum* was influential (with its pronounced sexual connotations). Allied to this was the biblical view that women were the 'weaker vessel' and thus more susceptible to temptation by the devil. Other interpretations include: a conflict of religious confessions in the post-Reformation period (Jesuits and Calvinists were zealous persecutors of witches); a response to natural disasters, economic hardship, population pressures and inflation; the outcome of civil strife and long-running wars (for example, the Thirty Years War); suspicion of 'social misfits' such as the old, deformed and disabled, single women and those who were more dependent upon the community such as widows and perhaps, again, the old.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may explore different motives and explanations across different countries and regions, the relative importance of the factors at work and the connections between them.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 32	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 6: c. 1610–c. 1660

27 To what extent were Mazarin's domestic policies and foreign policies a continuation of those of Richelieu?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A good balance between the work of the two ministers is required although, given the wording of the question, the principal focus could be upon Mazarin. The best answers will make real comparisons across themes rather than dealing with the two Cardinals separately and leaving all comparison and analysis to the end. The answer should be to a very great extent concerned with assessing continuity and difference. Answers may be expected to explore the following themes, issues and areas of policy. Relationship of the respective ministers with the Crown and person of the monarch. Enhancement of the authority and glory of the Bourbons. Relationship between the monarchy and the nobility, opposition and conspiracy. Dealings with the parlements. Domestic administration, control of the provinces, the pays d'état, internal order. Financial resources, taxation and financial expedients, economic policy. In foreign policy, hostility to the Habsburgs, continuation of the Thirty Years War and war with Spain, extension and consolidation of frontiers, activity in areas of strategic importance, the use of client allies.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The argument might be sharpened by an exploration of differing circumstances such as changing considerations in foreign policy, the progressive weakening of Spain, changing short-term response in war policy, religious issues were less pressing for Mazarin than Richelieu, and Richelieu did not have to deal with such widespread, varied and united opposition as occurred in the Frondes, differences in relationship, with the monarch in that Louis XIII came of age before Richelieu came to office whilst Mazarin was dealing with a minor (and his mother, Anne of Austria). Candidates may touch on the debate as to the extent to which the ministers pursued a policy of 'absolutism'. In this connection the relative lack of particularly dogmatic or ideological policies on the part of both ministers might be noted.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 33	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

28 How far can the problems of Spain in the first half of the seventeenth century be explained by the burden of war?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Entirely descriptive accounts are unlikely but, where they occur, the lower mark bands cannot be exceeded. Some flexibility in the chronology can be allowed, although it would be sensible to go to the end of the section (1660) especially since it more or less coincides with the Peace of the Pyrenees (1659). In this period Spain was, of course, engaged almost continuously in war – with the Dutch, in the Thirty Years War and with France. It might be argued that there were serious inherited problems which were to a large extent the result of war (Philip II's bankruptcy might be noted, for example). Part of the argument is the extent to which problems grew more serious in the seventeenth century or were newly created. Problems which may be particularly related to war are finance and the other burdens placed upon Spain, especially Castile. The financial problems include debasement, heavy taxation huge loans and bankruptcy. Among the other issues for discussion (and to be tested against the proposition contained in the title) are as follows. Economic and social problems, a falling population, a fall in the volume of imported bullion, stagnating industry and commerce. Threats to the breakdown of the unity of the kingdom as forged in the sixteenth century, revolts in Catalonia and Portugal, the controversy over the Union of Arms, continuing particularism. The failure of attempts at reform (for example, by Olivarez), an inflated bureaucracy and embleomania. The quality of rulers (Philip III and IV) and of ministers. Loss of international influence, the growth in French and Dutch power and the resurgence of England under the Protectorate.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities for engaging in historiographical debate. For example, the extent to which Olivarez arrested or presided over 'decline'. How far Spain's problems were caused by the heavy burdens placed upon Castile. How serious was Spain's relative decline internationally? How far was this apparent before 1659?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 34	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

29 How, and how quickly, was Sweden able to achieve supremacy in the Baltic in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. This is a two-part question and candidates should address both aspects, although not necessarily in equal measure. Explanation of 'how quickly' is likely to be secondary to 'how' supremacy was achieved. The chronology of the section fits the question very conveniently (1610 the accession of Gustavus Adolphus and 1660 the Peace of Oliva) although the whole range of chronology may not necessarily be covered. Rather than 1660, 1654 or 1648 are possible stopping points. The question asks about supremacy in the Baltic so 1631 (Breitenfeld) may not make for an entirely convincing argument either for 'how' or 'how quickly'. Candidates are most likely to choose 1648 for 'how quickly' but the point will need to be carefully argued. Reference to Sweden's wider influence in say, Germany, would be relevant. In explaining how Sweden came to achieve supremacy in the Baltic answers are likely to deal with the following. Some reference to the inheritance of the sixteenth century, perhaps, and the achievements of Gustavus Vasa. For the particular period under consideration answers are likely to refer to: qualities of leadership, for example, and notably Gustavus Adolphus and Oxenstierna; the quality of the Swedish army and naval power; the asset of mineral wealth allied to Dutch investment and technical expertise; Sweden's eventual triumph in the rivalry with Denmark and here, perhaps, there might be a focus on the Treaty of Bromsebro (1645) and the gains made by the Swedes; successful intervention in the Thirty Years War, alliance with France, the gains made at Westphalia, especially the large measure of control of the north German coast; domestic strengths including internal stability, the lack of domestic opposition and the reform of local and central administration by Oxenstierna; the relative weakness at this stage of potential rivals such as Russia, Poland and Brandenburg.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The terms of the question might be challenged. It might be an extreme line but there is a case to be made that Swedish supremacy in the Baltic was never fully achieved; certainly, in terms of economic domination, control of the Sound had not been wrested from Denmark even by 1660. It might be further argued that Swedish predominance was, in a sense, 'artificial', that it could not be sustained, that it was incomplete or rested upon a set of circumstances which were bound to change. It might be suggested that Swedish resources were slender (population, for example) and that Sweden was overstretched as early as 1632. After this, it might be argued, much depended upon a client relationship with France or continuing able leadership.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 35	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

30 How valid is the judgement that the outbreak of the Thirty Years War was chiefly the result of Habsburg ambition?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers should make a conscious attempt to assess the dimension of 'chiefly'. A plain narrative of events, however full and accurate, should not be highly rewarded. The chronology of 'outbreak' could be interpreted in different ways – the Bohemian revolt on its own or the wider period 1618–21. There should be a clear and consistent focus on 'Habsburg ambition' but evaluation of other considerations will be necessary. The context of Austrian Habsburg family ambitions in consolidating its authority in southern Germany and as the holder of the Imperial title will need to be understood. Resistance to Habsburg policies in Bohemia created the risk that the Habsburgs would lose control of an electorate and Ferdinand II was determined to retain the Bohemian crown. Meanwhile the aspirations of the Bohemian nobility linked the issues of religious toleration, local rights and independence. Linked into the Bohemian crisis, answers should consider the ambitions and miscalculation of Frederick the Elector Palatine. He accepted the Bohemian crown in 1619. A wider conflict was made possible by Spanish support for the Austrian Habsburgs partly out of family ties but also importantly the strategic importance of the Palatinate on the 'Spanish Road' between northern Italy and the Spanish Netherlands. With the impending expiry of the Twelve Year truce between Spain and the Dutch Republic, the Palatinate was invaded by Spinola. The Dutch, for their part, were concerned about their own future security. Among wider concerns, candidates might argue the clash of religious confessions across Europe, the Habsburg-Bourbon rivalry and French fears of encirclement (although France at first was not involved). In Germany itself Maximilian of Bavaria and the Catholic League supported the Habsburgs.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here answers may be expected to present a sharp approach to evaluating the relative importance of the factors involved and an appreciation of the complexity and links between issues which turned 'a little local difficulty' into a major war of European proportions.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 36	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

31 Have the achievements of Frederick William the Great Elector been over-estimated?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A narrative account of the policies and achievements of Frederick William will not meet the requirements of the question. The chronological focus is Frederick William's reign (1640–88) but it would be appropriate to make some reference to both his inheritance and legacy. Candidates can argue this in a variety of ways but will almost certainly acknowledge that some at least of Frederick William's achievements were highly significant. In evaluating the Great Elector's achievements a good balance of coverage of both domestic and foreign affairs should be expected. As for domestic policies, candidates are likely to assess achievements in the following areas: the creation of a centralised state with a new bureaucracy; the development of a tax-raising regime independent of the Estates; the foundations and traditions of a formidable army; economic reform and the encouragement of immigration allied to religious toleration; cooperation with the junkers; the assertion of the Elector's personal authority, consolidation of territories. In dealing with diplomatic and war policy the following should be explored: Brandenburg-Prussia's ambitions for influence and territory; the diplomacy of the closing stages of the Thirty Years War, leadership of the Protestant cause and gains from Westphalia; participation in the Northern War (1655–60) and gaining the sovereignty of East Prussia by the Treaty of Oliva; changing alliances and gaining foreign subsidies in the period of Louis XIV's wars after 1667; (an alliance with France in 1667, an anti-French treaty with the Dutch in 1672, reversion to a French alliance in 1679, joining the League of Augsburg in 1686); the extent of the influence of the Elector's powerful and well-trained army of some 30,000 which gave Brandenburg-Prussia victory over Sweden at Fehrbellin (1675) secured its reputation.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities for exploring the historiography and evaluating Frederick William's reputation with contemporaries and historians. How justified is the view that he was 'the founder of Prussian greatness'? To what extent may Brandenburg be regarded as 'a great power' by 1688? How sustainable were his achievements? How coherent and consolidated was Brandenburg-Prussia as a state in 1688? To what extent did Brandenburg's influence depend on the weaknesses of some of its rivals and Frederick-William's acceptance for much of his reign of French supremacy? Some attention might be given, also, to Frederick's personal qualities, for example, his reputation for shrewdness, skill in changing sides, boldness where necessary and opportunism.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 37	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 7: c. 1660–c. 1715

32 To what extent can the decline of Spain in the later-seventeenth century be explained by the inadequacies of Charles II?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. To fulfil the requirements of the question a sharp focus on Charles II is vital but other explanations for Spanish decline in the period will need to be evaluated alongside his role. The failings of Charles II should be placed in the context of the powers and importance of the Spanish monarchy and its 'personal' nature. Charles was a child of four on his accession (a problem in itself) and throughout his life was a physical invalid as well as mentally incapacitated ('his life was one long dying'). The state of the King's health not only affected his capacity to rule but also created a permanent succession problem as did his failure to produce an heir. Spain's problems during Charles's reign (1665–1700) and evidence for decline may be explored as follows. A period of regency for the first decade which experienced court intrigue, the promotion of favourites, an attempt to seize power by Don John of Austria, the bankruptcy of the Crown and collapse of the administration. Such problems continued throughout the reign. In addition: Madrid lost effective control of the provinces; nobles reasserted their power; there was further economic decline including a currency crisis; Portugal gained its independence; with the exception of Oropesa (1685–91) the King relied upon a succession of incompetent ministers. Spain's international standing further declined, France was able to exploit its weakness by invasion of the Spanish Netherlands in 1667–8 and 1672–9 (and to annex territory) whilst Catalonia was invaded in 1697.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Charles II's inheritance should be taken into account and it might well be argued that Spain was already in deep decline before 1665 (for example, the Peace of the Pyrenees demonstrated Spain's international decline), there were serious economic and financial difficulties and serious internal disunity.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 38	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

33 Assess the strengths and limitations of the authority of the French monarchy under Louis XIV.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A descriptive account is unlikely here but such an approach will not score highly. A strong sense of argument and assessment is required and a balanced treatment of strengths and weaknesses. In terms of strengths answers are likely to assess the following: the kingly qualities of Louis XIV, his conscientiousness, his taking of personal control in 1661, his commanding style; able ministers such as Colbert, Le Tellier and Louvois; a rich and well resourced kingdom; the power of the nobility largely curbed (compare the Frondes period) but perhaps at a price; Versailles as a showcase for the monarchy and effective propaganda organ; the consolidation of Gallican principles (although not without difficulties) and more secure control over the clergy; the ability to revoke the special position of the Huguenots, the role of the intendants; the Estates-General remained in abeyance. As to weaknesses answers may be expected to refer to: the financial burdens imposed by war, opposition to heavy taxation and a largely unreformed fiscal system; the survival of noble and clerical privileges; although provincial autonomy was reduced it still remained in some forms, for example, the pays d'etat; communication problems, although there was a road and canal building programme; venal offices remained; economic integration not realised and some sectors backward; the parlements retained the potential for opposition and obstruction; remaining influence of Jansenism and 'underground' Huguenotism.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are a number of debates for candidates to explore. A consideration of the historiography of absolutism would be relevant. It could be argued that the very symbols of royal authority, glory and war, proved costly and damaging and that Louis XIV's diplomacy and wars created a powerful coalition of foreign powers against him.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 39	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

34 In what ways can Peter the Great be regarded as an innovator?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The question requires a critical approach with a sharp focus on 'innovator' and 'in what ways'. Descriptive accounts without analysis and argument should not be highly rewarded. Peter, it might be argued, maintained the existing social structure – nobility and serfdom – and the policy of introducing Western dress and manners was superficial. The Table of Ranks however, was an innovation. A more efficient administration was set up, based on European models, government was more centralised and eight new provincial governments were established. Innovation might be seen to characterise the following: the creation of a Senate and College system to make, oversee and carry out policy (to some extent staffed by foreigners); the appointment of a Procurator-General to forward the process of centralisation; the establishment of schools to train engineers, artillerymen and medical officers; the creation of a navy which drew upon European experience; greater control of the Church and allowing the Patriarchate to lapse with a layman as Procurator of the Holy Synod; the sending of permanent diplomatic missions to European states. It might be argued that, although foreign policy was vigorous, its aims were traditional- to break into the Baltic and the Black Sea and to confront the Turks. Perhaps the greatest innovation was the building and development of St. Petersburg.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here, answers might explore the historiography – the issue of westernisation as a form of innovation, perhaps. A good sense of argument should be apparent in assessing the balance of tradition and innovation. One possible line is that change was largely a matter of pace and energy and of degree rather than kind. For example, the employment of European techniques and personnel and contacts with Europe were not new but rather more fully exploited.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 40	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

35 How is Sweden's failure to maintain its great power status after 1660 best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. An entirely narrative approach would not meet the requirements of the question but a chronological framework with comment, analysis and argument relevant to the question could do well. Nevertheless a thematic approach is likely to provide the most successful results. Among the factors to be considered are the following: the rise of powerful rivals such as Brandenburg-Prussia (Fehrbellin, 1675) and Russia; the stretched nature of Sweden's Baltic Empire, lengthy communications, burdens of administration and defence; Sweden's own resources were limited, for example, in terms of manpower; continuing rivalry with Denmark; Sweden was of less importance to France as an ally or client state in the second half of the seventeenth century. Answers might be rounded off with an assessment of the consequences of Charles XII's reign and of the Great Northern War, defeat at Poltava, Charles's long exile, continuation of war after his return, heavy taxation, loss of man power (perhaps 30%). It might be helpful to compare Sweden's position at the time of the Peace of Oliva (1660) with that at the signing of the Peace of Nystadt (1721).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may challenge the terms of the question and suggest that Sweden's 'great power' status had always been artificial and transient. Or, they may debate the point where great power status was lost. Might this status have been retained had the policies of Charles XI been continued? How much responsibility for Sweden's decline lies with Charles XII?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 41	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

36 Assess the extent of the economic and political influence of the Dutch Republic in the second half of the seventeenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. There can be some flexibility in terms of chronology although a sensible start might be 1648 (Westphalia) and a terminal point 1713/4 (Utrecht and Rastadt). A balanced treatment of economic and political influence is to be expected, although the connections between the two should be made. It might well be argued that in terms of its size (territory and population, for example) the Dutch Republic punched above its weight and a focus upon this, and explanation, should make for a successfully argued approach. Some reference to events will be necessary (wars possibly) when dealing with political influence but narrative accounts would not be appropriate. In explaining Dutch economic influence answers may be expected to quote the following: banking and other financial services, the importance of the Bank of Amsterdam; the domination of the commercial artery from the Baltic via the North Sea to the Iberian peninsula and of the Baltic trade itself; the importance of the Dutch East India Company; the carrying trade; industrial activity including textiles; shipbuilding. Nevertheless, Dutch economic influence was being challenged by other powers such as France and, especially, England. However the economic decline of the Dutch was not apparent until the eighteenth century. Answers may be expected to argue that Dutch political influence depended upon financial resources, sea power, diplomacy and, largely speaking, internal political stability. The Dutch Republic's influence in international affairs was remarkable, especially in terms of its successful resistance to France, its part in building alliances against France and having the resources to fight a series of wars, some of them lengthy: the war with the English Protectorate; intervention in the Baltic and the part played in the Treaty of Oliva, 1660; the Anglo-Dutch war, 1665; part played in the Triple Alliance, 1668; Franco-Dutch War, 1672–9; the successful intervention of William of Orange in English affairs, 1688; William's part in building an anti-French coalition; the War of the League of Augsburg and the Treaty of Ryswick, 1689–97; diplomacy preceding the War of Spanish Succession and role in the war itself; more generally, diplomatic role and financing war against Louis XIV. In some ways the end of the period presents a mixed picture and it might be argued that the Treaty of Utrecht represents a decline in Dutch international power and influence (and Britain reaped the commercial gains) but Louis XIV's attempt to over run the Dutch Republic had been frustrated and the Dutch retained the barrier fortresses.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here there should be a sharp awareness of the connections between economic and political influence. For example, the Dutch navy protected commerce as well, as being used in war; economic resources enabled the Republic to defend itself and finance coalitions and campaigns. How successfully did the Dutch respond to competition from France (with its expansionist territorial and economic ambition, tariffs were a major cause of war in 1672)? England was a naval, colonial and commercial rival. How beneficial was the accession of William of Orange to the Dutch Republic in the short and long term?

AO3 [Not applicable to Outlines]

Page 42	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 43	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 8: c. 1715.–c. 1774

37 How serious were the obstacles facing Maria Theresa in pursuing her domestic policies?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The question requires assessment and argument rather than a descriptive approach. The focus is on domestic policies although concerns of foreign policy affected the home front. Maria Theresa could not succeed to the Imperial throne of her father, Charles VI. This made for complications as did the shared regency with her husband, Francis II, who was elected Emperor in 1745. On the death of Francis in 1765 Maria thereafter shared the regency with her son Joseph II until her death in 1780. Joseph was not easy to handle and his mother did not share his enlightened ideas which led to tensions. The structure and nature of her inheritance made for inherent difficulties and obstacles: a heterogeneous empire – Austria, Hungary, Milan, Bohemia, the Austrian Netherlands; a lack of political unity, ten main languages, provincial estates; a rebellion in Hungary on Maria Theresa's accession. Noble privileges and the retention of serfdom inhibited further reform. These obstacles limited Maria Theresa's programme of reform which may be summarised as follows: to break down the independence of the Estates; greater centralisation, a single high court for Austria and Bohemia, greater efficiency in administration and taxation; legal reform and a new criminal code; to improve the lot of the peasantry; improvement in education; to uphold religious orthodoxy whilst exercising greater royal control over the Church; industrial and commercial expansion. War and the complications of foreign policy made reform at home more difficult. The loss of Silesia to Frederick II was a serious blow to the economic development of the Habsburg lands as a whole. The exhausting impact of the Seven Years War and War of Bavarian Succession might also be noted.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here the argument might be moved on to assess how successfully obstacles were overcome and there is a case to be argued for a large measure of success being achieved.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 44	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

38 What issues were at stake in the wars involving the European powers in the period 1733–63?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Since these wars were in a real sense European, with worldwide implications also, and were to a large extent concerned with the balance of power, answers should treat Britain as part of Europe. A thematic approach will be more successful than a series of narrative accounts of the various wars. The overarching significance of this group of wars should be addressed as well as their particular importance. The following wars should be considered: the War of Polish Succession, 1733–1738; the Spanish-Portuguese War, 1735–1737; the war of Austrian Succession, 1740–1748; the Seven Years War, 1756–63. All these wars involved the great powers and the issue of the balance of power will require a particular focus. Apart from the balance of power, answers may be expected to explore the following issues. Succession and dynastic disputes: the contest between the claims of Stanislas Leszczyński and Augustus of Saxony to the throne of Poland (Polish Succession); the challenge to the Pragmatic Sanction and the succession of Maria Theresa (Austrian Succession). Expansion and consolidation of territories and frontiers; France in the Rhineland (Polish Succession); France in the Austrian Netherlands (Austrian Succession); Prussia and Silesia (Austrian Succession and Seven Years War). Russian hegemony over Poland (Polish Succession). Integrity of the Habsburg Empire (Austrian Succession). Overseas colonial expansion and economic and commercial interests: Prussia in Silesia; Britain's commercial interests in the Spanish colonies (Jenkins' Ear); Britain and France in India and America (Austrian Succession and Seven Years War). Britain's defence of Hanover (Austrian Succession and Seven Years War).

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A useful line of argument would be an assessment of the extent to which outstanding issues were resolved or exacerbated.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 45	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

39 How, and how effectively, did Frederick William I and Frederick II of Prussia seek to control the lives of their subjects?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers should go beyond accounts of policies to maintain a sharp focus on the theme of 'control'. There should be a good balance of coverage of the two rulers, but not necessarily an exact one. Candidates may be expected to explore the following: 'bureaucratic absolutism', the centralisation of control over the army, finance and royal domains under the General Directory (created by Frederick William); an efficient collection of revenue, largely devoted to the army; town councils replaced by officials and control of local administration by Rural Commissioners drawn from the junker class; control over land settlement and colonisation; state encouragement and supervision of industry, commerce and agriculture; state control of education with teachers recruited from discharged soldiers; the maintenance of a class structure with separate taxes, property rights and functions in the State; the retention of serfdom in almost all provinces; new legal codes; military service based on the cantonal system (introduced by Frederick William and continued by Frederick); a spy system (adopted by Frederick William and extended by Frederick); censorship.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A sharp evaluation of 'how effectively' should be expected here. The differences between the two kings might well be pointed up, for example, Frederick II exercised more personal control over government and administration and the wars of his reign represented more serious tests of control. Candidates might point up exceptions to the policy of control, for example, religious toleration.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 46	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

40 To what extent were Peter the Great's successors able to continue his work in the period 1725–62?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The range of the answers should cover the reigns of Catherine I (1725–27), Peter II (1727–30), Anna (1730–40), Elizabeth (1741–62), Peter III (1762). A reign by reign account is not really required, although the abilities and personalities of some of the rulers at least should be considered, and a thematic approach should work well. A balanced coverage of domestic and foreign affairs is to be expected with a focus on Russia's position as a great power alongside levels of stability and the pace of change and reform at home. After Peter I's death his immediate successors, at least, failed to maintain internal control and the influence of the guards regiments and court factions led to political instability. None of Peter's successors, with the possible exception of Elizabeth, were of his calibre and the prestige of the monarchy suffered at home and abroad. Anne appointed foreigners as ministers and generals, whereas Peter had only used them as advisers. This policy was reversed by Elizabeth who also carried out further reforms in education and the economy and embellished St Petersburg. Under Peter III, however, the court was moved back to Moscow. Meanwhile, Russia continued to play an influential part in European affairs and wars and pursued an ambitious foreign policy, although perhaps rather unevenly. Answers are likely to argue that Russia's international influence was largely a result of the size and reputation of its army as well as a long-lasting alliance with Austria and good relations with Britain. A strong influence was maintained over Poland and Russia's candidate was placed on its throne. War against the Turks was renewed but with little success. A resurgence of Sweden was prevented although it might be argued that this was as much a result of the internal state of Sweden as of Russian policy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The argument might be sharpened by a further analysis of the extent of continuity.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 47	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

41 Discuss the accuracy of the view that the French monarchy under Louis XV was fatally undermined both by the perpetuation of class privileges and by the powers of the Parlements.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers should recognise two central strands to the question: that financial and fiscal weaknesses were arguably the most serious problem facing the French monarchy; that the opposition of the Parlements was closely connected with the issue of class privileges. The Crown's financial problems arose in large part out of the exemptions enjoyed by the privileged orders, although problems were made worse by expensive and major wars and inefficient fiscal administration. The privileged orders clearly had a vested interest in resisting reform of the fiscal and financial system. Also relevant to the issue of privilege is the existence of regional particularism and the continuation of venal offices. The parlements clashed with the Crown on a number of issues: over Jansenism and the Bull of Unigenitus; over taxation with the Parlement of Paris supporting the Parlements of Rennes and Rauen in resisting new taxation and the attempt to introduce the vingtieme.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The argument will need to be carefully balanced in presenting alternatives to the proposition contained in the question and the close connections between the relevant factors contributing to the weakness of the Crown. Among the issues for discussion are the following. The problems facing the French economy held back to an important extent by the privileged class structure (which could be seen in Marxist terms); of the responsibility to be borne by the King and his ministers; the burdens of war; religious dissent including a resurgence of Huguenot resistance, Jansenism and the suppression of the Jesuits; the challenge of enlightenment ideas. In addition the idea of 'fatally undermined' could be subjected to close scrutiny and Louis XV's reign could be put into the perspective of the French Revolution.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 48	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 9: c. 1774–c. 1815

42 To what extent were the attitudes and policies of Catherine the Great influenced by the ideas of the Enlightenment?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers will need to go beyond an account of Catherine II's policies to focus upon the extent to which they were influenced by the ideas of the Enlightenment. There should be a conscious reference to both 'attitudes' and 'policies' although they are obviously connected. A major part of the argument is clearly the issue of sincerity, although the obstacles in the way of introducing 'enlightenment policies' were very considerable. Catherine certainly corresponded with Diderot, Voltaire and Grimm and admired the Encyclopaedia, but was she concerned simply to impress the philosophers? As to policies, answers may be expected to deal with the following but to reach the higher mark bands relevant comment and analysis will be essential. The reform of the law and the legal system; the Nakaz was drawn to a large extent from Beccaria and Montesquieu. However, contemporary opinion was that legal reform was largely window dressing and the Legislative Commission of 1767 could be seen as half-hearted and unsuccessful. Attempts were made to reform the administration; the college system and local government and some of Peter's centralising methods were abandoned largely for reasons of pragmatism. St Petersburg was enhanced and there was generous patronage of the arts but motives need to be assessed. It might be argued that the main aim of economic development was to find resources and men for Russia's armies. The thinking behind the educational changes should be assessed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Good opportunities for sharp debate are afforded. Western European ideas were established in Russia in Catherine's reign – Locke, Voltaire and Rousseau, for example – but were confined to a small cultural group. Did Catherine's policies go beyond the desire to assert her own control over government? How far was domestic reform a platform for a powerful role abroad? To what extent was 'enlightenment' subordinated to war? How accurate is Catherine's view of herself as expressed in her epitaph? ('When she came to the throne she wished to do good and strove to introduce happiness, freedom and prosperity'). How does this square with Catherine's social policies which confirmed noble privileges and left serfdom largely untouched? What is clear is that Catherine's response to the French Revolution was one of severe repression in Russia. There is clearly a balance. Catherine it might be argued, was influenced by the ideas of the Enlightenment but the sheer size of Russia, its relative backwardness compared with Western Europe, the power of the nobility, as well as her ambitions in foreign policy, prevented such ideas being implemented in any significant way.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 49	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

43 How just is the verdict that Joseph II abandoned enlightenment for despotism?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. As well as analysing and evaluating Joseph II's policies, answers should examine his credentials for claiming 'enlightenment'. Joseph had certainly read a wide range of the works of the philosophes, and had met Frederick II and discussed enlightenment ideas with him. In his mother's reign he believed that her reform of the law did not go far enough and disagreed with her religious policy. There is a good argument to be made that after 1780, when he became sole ruler, he certainly made an effort to convert theory into practice. He abolished censorship, granted full religious toleration except for atheists and Deists and nationalised the Church. Greater caution was shown in dealing with serfdom; personal dependence on lords was abolished but the robot was retained. Greater freedom for serfs on crown estates was extended to Austria and Bohemia. An attempt to abolish serfdom in Hungary led to rebellion (1789). Meanwhile, tax reform was opposed by the peasantry and had to be revoked by Joseph's successor. An attempt was made to liberate industry and commerce (following Turgot) and government regulations were relaxed. It might be relevant to deal with the attempt to 'Germanise' Hungary and the response this provoked.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A good balanced sense of argument is expected throughout. For example, how great were the obstacles in Joseph's way? Was he in too much of a hurry (his sole reign lasted for only ten years)? He acted with great energy certainly but perhaps at too great a pace. By the end of his reign Joseph has reintroduced censorship, set up a secret police and was suppressing opposition by armed force, for example, in the Austrian Netherlands. Perhaps, in Rousseau's phrase, he was 'forcing people to be free'. How apt is the judgement that Joseph was 'the Enlightenment's aptest pupil and its most spectacular failure'?

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 50	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

44 Why did Poland lose its independence in the later-eighteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Answers should demonstrate an awareness of the three Partitions (1772, 1793, 1795) but details are not required and a narrative account would not be an appropriate response. Candidates may be expected to discuss the weaknesses of Poland: a large and heterogeneous state with few natural frontiers; Poland and Lithuania had separate administrations; large minorities of Russians, Germans, Ukrainians and Jews; some three quarters of the population were peasants most of whom were serfs; a large and privileged nobility; an elective monarchy which gave opportunities for foreign intervention; the liberum veto in the Diet and provincial diets which made effective government difficult. Alongside this state of affairs within Poland must be set the interests and ambitions of the great Powers – Russia, Prussia and Austria. Frederick the Great was concerned to gain territory at Poland's expense (perhaps this was a long-term plan, although it was not actually proposed until 1769). Prussia's eventual gains were of great economic and strategic value. Russia wanted a subservient and peaceful Poland (a kind of satellite state) and was also concerned to uphold the interests of Orthodox Christians in a largely Catholic country. Russian intervention in Poland provoked a war with the Turks (1765). This led to the First Partition since Frederick was concerned to satisfy Russia and Austria in order to prevent their expansion in the Balkans. Austria, being thwarted in the Balkans, accepted compensation in Poland. The Second Partition arose, in large part, out of circumstances in the West and, in particular, the defeat of Austria and Prussia by France at Valmy. Prussia demanded more of Poland as the price of continuing the alliance with Austria. Russia invaded Poland on conclusion of its war with Turkey. The Second and Third Partitions may be seen as a means of preventing the rivalry of Austria, Prussia and Russia leading to a war between them and the preoccupations of France with continuing revolution and a war in the West against the central powers.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A carefully balanced argument is required in evaluating the relative importance of Poland's weaknesses and the interests of the Great Powers (including France).

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 51	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

45 Why was the constitutional monarchy of France (1789–92) so quickly overthrown?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Explanation and argument are required rather than narrative and there should be some attention to the speed of the collapse of the constitutional monarchy ('so quickly overthrown'). Answers may be expected to discuss the significance of the following. Flaws in the Constitution itself, for example, the exclusion of deputies from ministerial office. Mishandling of events and misjudgements on the part of the King and his advisers – the royal veto, non-juring priests, the emigres, the 'patriot ministry', delays in accepting the Constitution, the flight to Varennes. The divisiveness of the Civil Constitution of the Clergy. Radical clubs and their role as a rival to the Assembly. The continuing radicalisation of Paris, the organisations of the Paris sections and their relationship with the clubs, violent events such as the Massacre of the Champ de Mars. The outbreak of war and the tension leading up to it, the hostility of foreign powers to the Revolution' (for example, the declaration of Pillnitz), the equivocal attitude of the King, social disorder and panic, economic and social distress exacerbated by the war (and especially in Paris). The August Revolution of 1792.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. A number of lines of discussion are open here. How far can it be argued that the Constitution was doomed from the start? What was the relative importance of the factors at work? Does the failure of the constitutional monarchy represent, above all, a breakdown of consensus?

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 52	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

46 How far should Napoleon be regarded to as 'the heir to the French Revolution'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. A good, balanced coverage is required including both foreign and domestic policies (although the principal concentration may well be upon domestic) and both the Empire and the Consulate (although, again, the main focus may be upon the latter). Answers may be expected to deal with the following. The constitutions of the Consulate and Empire, elections, the franchise representation, the use of plebiscites. Law codes and education reforms which, it might be argued, not only consolidated the work of the Revolution but extended it. The revolutionary period had adopted the Civil Constitution of the Clergy and the nationalisation of Church property. These broad principles were continued by Napoleon, the clergy were paid by the State and all faiths were tolerated but, it might be argued, Napoleon's Concordat with the Papacy betrayed the spirit of the Revolution. The principles embedded in the Declaration of Rights, equality before the law, personal freedom, the abolition of feudal rights and class privileges and careers open to talent were upheld by Napoleon. However answers may point out that Napoleon crowned himself Emperor, created titles for generals and family members and instituted the Legion of Honour. Moreover, the principles of Napoleonic government were stated to be order, justice and moderation which may demonstrate a different emphasis to liberty, equality and fraternity. The structure of local government (departements and communes) was retained and extended and although the introduction of prefects has been seen as a departure from revolutionary principles. Candidates may point to the equally centralising influence of representatives on mission. Other areas of policy to be explored and compared include taxation, economic regulation and conscription. Napoleonic foreign policy, war and conquest might be seen as a defence of the frontiers achieved by the French Revolutionary wars and as a means of exporting revolutionary values and institutions. The counter-argument is that Napoleon sought personal glory.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. The phrases 'be regarded as' and 'heir to the French Revolution' provide encouragement for an exploration of the historiography and the views of contemporaries as well as or historians. Perhaps the title of 'Emperor' was a betrayal of the revolution and the formula 'Emperor of the French' was an empty fiction. It might be argued that Napoleon was the 'heir' to the Revolution in the sense that military dictatorship was the inevitable outcome or a period of revolutionary turbulence and that Napoleon was only one of a number of possible candidates as the 'man on the white horse'. Although most answers may well confine their attention to the period of the revolution 1789–92, the best answers may well look beyond this to the more radical phase and draw comparisons with this and Napoleonic France in terms of police methods and terror, propaganda, censorship, economic controls and centralisation. After all, it might be argued that Napoleon owed his career to Jacobin principles and support.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 53	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

Section 10: Themes c. 1610–c. 1815

47 How far, and in what ways, had the 'scientific revolution' affected everyday life by the end of the seventeenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The range of material is potentially very large so a balanced rather than an exhaustive treatment is to be expected. The focus must be on 'everyday life' rather than just an account of the achievements of the 'scientific revolution' and here there are two major connected issues – currency (how widely were ideas disseminated) and practical application. Alongside this candidates will need to demonstrate an understanding of the concept and main achievements of the 'scientific revolution' and what was new about it. Broadly speaking the characteristics of the scientific advances were based upon reasoning, the questioning of traditional authorities, observation, experiment, measurement and classification. The main areas to be surveyed are as follows (although the main focus should be upon those which clearly had an effect on 'everyday life'). Astronomy, the legacy of Copernicus, the work of Galileo and Kepler, Newtonian physics and Cartesian philosophy. Advances in medicine, the discovery of the circulation of the blood, reproduction. A greater understanding of the natural world of animals and plants; human and biological sciences. The technology of the 'scientific revolution', for example, lenses, microscopes, thermometers, more accurate clocks.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. There are good opportunities for debate. How far did organised religion, ecclesiastical censorship, limited opportunities for public education and traditional social structures inhibit the spread and adoption of ideas? How strongly did older sets of belief survive? On the other hand practical outcomes may be identified, for example, developments in navigation and calculation of tides and phases of the moon; the impact on industrial processes; agricultural innovation and medicine. How important was the impact upon organised religion, belief in magic, superstition and persecutions for witchcraft. Or was the influence of the 'scientific revolution' confined to a literate, well education minority and learned societies?

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 54	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

48 Why did the Atlantic slave trade in the hands of Europeans expand in the course of the seventeenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. There should be a clear focus on the seventeenth century but there should be an awareness of the earlier foundations of slave trading by Europeans as well as the broader context of the slave trade, for example, the Atlantic Triangle, the role of Arab traders and African rulers, the development of European colonies, the importance of colonial goods such as sugar, molasses, rum and tobacco (the production of which depended upon plantations and slave labour). Answers should refer to two or more examples of European slave-trading states and Britain may certainly be included. Among the explanations for expansion in the seventeenth century are the following. Developments in ship-building which facilitated long voyages and slave cargoes. French sugar plantations in the West Indies and the development of Atlantic ports such as Nantes; Colbert's foundation of the West India Company. The commercial activities of the Dutch in the West Indies; the use of Curacao to sell slaves from African ports seized from Portugal. The expansion of British interests in the West Indies, the seizure of Jamaica by Cromwell, control of the slave trade to the British West Indies by the Royal African Company (founded 1672). In the period 1672–98 the Royal African Company exported 90,000 slaves (mainly to Jamaica and Barbados but also to British North America). The expansion of British Atlantic ports such as Bristol and Liverpool. The view among Europeans that slavery was legitimate since slaves might be converted to Christianity.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 55	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

49 How significant were the military changes of the eighteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The chronological range could well go as far as 1815 thus including the Napoleonic Wars. A narrative account of wars would not be a successful approach, although examples of campaigns and battles as well as technical developments, changes in tactics and generalship would be helpful. In terms of armies, there was growth in their size but this was slow until the Napoleonic age (supply was a problem). Armies were better organised and more states adopted a system of conscription. The Prussian system and the French levée en masse were perhaps the most far reaching but conscription was by no means universal and many states continued to employ mercenaries. There were some developments in new weapons, tactics and organisation, especially in increased fire-power and explosive shells and shrapnel. Light infantry was an important development. The size of naval fleets grew as did State control of them; there were some technical improvements in gunnery, ship-building and copper sheathing. Naval tactics remained rigid for most of the period. There was an expansion of naval and military education.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Answers may be justified in claiming that the changes were relatively modest until, perhaps, the end of the period. Comparisons could be made with the seventeenth century and, perhaps, the sixteenth century. One important change, however, was the increasing element of formality and ritual (in siege warfare, for example) with generals more reluctant to fight decisive battles and the unwillingness to risk large casualty rates.

AO3 [Not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 56	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

50 How important for political activity was the influence of eighteenth-century political thought?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. This is a large subject and exhaustive treatment is not necessarily to be expected. Answers should see political thought in a European-wide context, should include British writers and thinkers and should go beyond simple descriptions of ideas. The emphasis should be on 'important' – how widespread and how powerful in guiding political action and changing attitudes. Answers can, and probably will, deal with the influence of political thinkers upon rulers but the approach must be relevant to the terms of the question and not simply an account of policies. An account of the reign of one 'enlightened despot' (Frederick II, Catherine II, Joseph II), for example, would not score highly. The influence of political thought upon political and intellectual societies in major cities and the provinces (France, for example) and upon Masonic lodges would provide a very good field of enquiry. Locke, although belonging to the seventeenth century, had a profound influence upon eighteenth-century thought. Again, coverage need not be exhaustive but the following provide some good examples: Grimm, Condorcet, d'Argenson, Diderot, Rousseau and Voltaire; Montesquieu, Beccaria and Blackstone; economic thinkers and physiocrats such as Turgot, Quesnoy and Adam Smith; Mary Wollstonecraft. The influence of political thinkers in questioning the authority of the Church is likely to be discussed as is the wider influence of the philosophes in preparation for the French Revolution and on the changes of the first phase of the Revolution. Rousseau's influence on Robespierre and the Jacobins would also be a relevant area for exploration and, perhaps, his influence on Paoli and the movement for Corsican independence. Given the importance of the American War of Independence for Europe the influence of Locke and Paine there would be relevant to the question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here there are particularly good opportunities for an engagement with the historiography.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 57	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

51 To what extent did mercantilist principles determine the commercial and colonial policies of the European powers in the eighteenth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. There should be a conscious attempt to deal with both 'commercial' and 'colonial' policies although the close connections between them should be recognised. The term 'mercantilism' embraces a wide range of different approaches, which differed from state to state, so exhaustive definitions are not required, but answers will need to demonstrate a clear understanding of the concept and provide examples of countries which pursued the policy. Mercantilist aims involved a range of economic policies in the interests of the State: to encourage a large population (including immigration whilst discouraging emigration except in the interests of the State); to create a favourable balance of trade by, for example, protecting home produced goods by tariffs and favouring native shipping by Navigation Acts; to expand colonies and to gear their economies to that of the home country; state sponsored industries and overseas trading companies; to accumulate bullion; to maintain favourable trade balances. In some states mercantilism combined economic, political and military objectives. Economic activity provided taxation which paid for navies and armies which protected and expanded trade and colonies which, in turn, produced further taxation. Candidates will need to test the extent to which mercantilist principles were pursued in practice by particular states and examples might be drawn for example, from Prussia, France, Britain and the Dutch Republic. The broad context of European economic activity will need to be understood, for example, the main patterns of international trade (with the West Indies and the Americas; the Atlantic Triangle and the slave trade; with India and the Far East; and within Europe) and the relationship between European powers and their colonies.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Candidates may question the usefulness of the term and some explanation of the historiography would be helpful in doing so. It might be argued that mercantilist ideas were very much part of contemporary thinking but not always applied in practice, whilst there were important differences between Eastern and Central Europe and Western Europe. The term has been applied to 'statebuilding' by economic and other means in relation to Prussia whilst for Britain and France the aims were more purely economic. There are doubts, then, whether mercantilism was a unified and coherent body of economic doctrine. Mercantilism had its critics in the Dutch Republic, Britain (Adam Smith) and France (the Physiocrats).

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 58	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	22

52 Explain the rise in population in the eighteenth century and assess its consequences in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. This is a two part question and a sound balance, although not necessarily an exactly equal coverage between the two elements will be necessary. Explanations and evaluation of 'consequences' should be confined to 'this period' (that is, up to 1815). Candidates may wish to demonstrate the scale of the population rise – and some statistics would be helpful. Taking Europe as a whole, the population rose from 118 million in 1700, to 140 million in 1750 and to 185 million in 1800. In the period 1700–70, the population of Italy rose from 11 million to 16 million; between 1715 and the revolution that of France grew from 18 to 26 million; Spain's population over the whole century increased to 11 million from 5 to 6 million. Explanations of the increase in population might include the following: a relative decline of epidemics and famine; improvements in nutrition connected with changes in agricultural techniques; better knowledge of medicine and sanitation. Among the consequences answers may explore the following: a quickening of the pace of urbanisation; a search for wider overseas markets; a spur to further agricultural reform and improvement such as drainage, irrigation, new crops, rotation and land reclamation; farming for a market expanded; possibly an encouragement for improved communications in the form of road and canals; provisions of labour for expanding industrialisation.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Historiographical debates on the causes of demographic change may well be explored. Candidates should also analyse the interconnections between cause and effect. For example, industrialisation may have encouraged earlier marriages which in turn produced more children and thus expanded the labour force to be employed in further industrial expansion.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.