

## **MARK SCHEME for the October/November 2013 series**

### **9769 HISTORY**

**9769/21**

Paper 2a (European History Outlines, c.300–c.1516),  
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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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*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.

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### **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.

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#### **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.

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### Section 3:c.919-1099

#### 11 How is the failure of Otto III's 'imperial dreams' best explained?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may mention the nature of Otto's ambitions and what his coronation signified. Factors such as the shortness of the reign and his relationship with the Papacy may be considered.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could suggest that Otto's imperial dreams, such as his initiation of some Byzantine practices at his court, and his intention to revive the position of the Emperor as in the time of the Carolingians, were over-ambitious. Resistance from the Papacy was to be expected once he dismissed the concept of the Donation of Constantine as a forgery and made it clear that papal authority was subordinate to the Emperor.

Alternatively candidates could suggest that the brief reign meant these initiatives were short-lived, that Otto could not solve the underlying problem of the Empire which was that his presence was needed both in Germany and Italy to ensure his power was recognised and that his enforced flight from Rome and his subsequent death from malaria in 1002 ended his ambitions.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**12 To what extent did the survival of the early Capetian monarchy depend on the support of the church?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to the relationship with the church and with the other rulers of France, the succession and the strength of the royal tradition in France.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that the survival of the Capetians is unexpected but was nevertheless maintained. The support of the church was important in a period when churchmen were also feudal lords. The Capetians had bishops who owed more allegiance to the king than to local lords and their crowning and anointing at Reims came to have real significance. The aid given by the church accelerated towards the end of this period and it also enabled the kings to crown their heirs as kings in their lifetimes and so secure the succession.

Alternatively the Capetians had the benefit of being perceived as the heirs of Charlemagne. Hugh Capet allied with Normandy to help improve his authority in Northern France and left Anjou and Blois to fight each other. He defeated Duke Charles of Lower Lorraine. His three successors saw the royal demesne under threat but they all managed to keep some power and concentrated on extending their control over their hereditary lands. They laid the foundation for the extension of the rule of their successors.

The conclusion may well be that the church was crucial, notably as time went on. As the factor in the question, the church needs substantial discussion.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**13 Were the successes of Roger II in Sicily more the result of favourable circumstances than of his own abilities?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates are likely to discuss the achievements of Roger II in the acquisition of territories and in the instigation of effective government within them. Circumstances such as the papal schism and the timely deaths of some of his enemies were also helpful to him.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Roger was a successful ruler who developed an excellent administrative system, largely using Greek civil servants while relying on his Norman followers for military support. He established Roman Law in Sicily and his government has been described as ‘the most mature in western Europe’. He had an impressive navy and did not feel bound to obey the Pope. He defeated and captured Innocent II.

The alternative view could be that he was fortunate in that the anti-pope, Anacleto, gave him the title of King of Sicily in exchange for support. The Emperor Lothar who had defeated Roger, died opportunely and so did Anacleto, thus allowing Roger to rebuild his relationship with Innocent, who fell into his hands and was forced to confirm Roger’s titles.

Candidates are likely to conclude that Roger’s abilities outweighed the circumstances. One of his strengths was his exploitation of the situations in which he found himself.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**14 ‘Single-minded and obstinate.’ How far does this judgement on Gregory VII and Henry IV explain the intensity of their dispute?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates are likely to consider the events surrounding the dispute between Henry IV and Gregory VII, notably the submission at Canossa and the results for both parties.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that both men were indeed single-minded and obstinate. The personal relationship between them was not good. Gregory could be seen as more determined to maintain his position and his pronouncement of Henry’s excommunication and later deposition is testimony to his single-minded attitude. Henry, for his part, intervened in Milan in 1075 in a way which was bound to alienate Gregory and then went on to allow the German church to declare Gregory deposed.

Alternatively, there were other factors which allowed the dispute to become so intense. Most notably there were rebel groups within Germany in whose interests the conflict was prolonged. Rudolf, Duke of Swabia and Otto of Nordheim both exacerbated the situation to weaken Henry IV. Even after Canossa and their desertion by the Pope, they refused to recognise Henry IV. Similarly, the papal party remained implacably hostile to Clement III, Henry’s Pope. Many bishops moved over to Henry after the events of 1084.

Candidates are likely to conclude that the personal animosity involved was a telling factor in the depth of the struggle.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.



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**15 (Candidates offering paper 5b: The Crusades should not answer this question.) How far was Alexius I responsible for the poor relations between the Latin West and Byzantium?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may examine the various motives for the participants on the crusade. These could include the desire to free the Holy Land from the Muslims the desire for land and wealth, the wish to escape from economic decline in Europe and the adventuring spirit of some crusaders.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required. One view could be that the crusades were religious in nature. The prime aim, as outlined by Urban, was to end the situation where the Turks were barring Christian pilgrims from access to the Holy Sites. There were spiritual gains to be made by crusaders, such as remission of sins and gaining of merit. During the fighting, events like the finding of the Holy Lance encouraged the fervour of the troops. Many of those who cried ‘Deus Vult’ were genuine in their religious feeling. The poorer crusaders also were often inspired by religious motives.

The alternative view is that the wars were secular in nature and that the acquisition of land and wealth was in the minds of some. Alexius II certainly felt the armies were a threat to his position and he was keen to move them on rapidly from Constantinople. The actions of Bohemond at Antioch look like a bid for secular power. Some crusaders were more concerned with leaving behind an unprofitable situation but may still have seen the wars as religious.

Candidates might conclude that the separation of religious and secular factors was alien to the period and so the definition of a religious war could include some more secular aims.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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#### Section 4: 1085-1250

### 16 Assess the view that the princes were the main reasons for weak imperial rule in Germany in the years 1125 to 1152.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the election of a successor to Henry V, the ambitions of Lothar, Duke of Saxony and Henry, Duke of Bavaria and the incapacity of Conrad III.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the main reason for weak imperial rule was indeed the princes, expressed in the rivalry between the Guelfs and the Ghibellines, and the conflict between those who had supported Emperor Henry IV and those who opposed him. The fact that Henry V died childless opened up a dispute about the succession and the choice of Lothar of Saxony, a Guelf, rather than Frederick, Duke of Swabia, a Ghibelline, compounded the situation. In 1138, the prospect of the election of Henry, Duke of Bavaria as Emperor worried the baronage as he was also likely to inherit Saxony and so overwhelm them. The Hohenstaufen Conrad was chosen as Emperor and as a Ghibelline continued the feuding and although he tried to reduce Guelf power, they fought back.

Alternatively the situation where the emperors were elected by the princes, unlike other European states such as France and England, could be seen as partly to blame and the long rivalry between Emperor and Pope had been fertile ground for princely ambitions. Many ducal families could challenge the emperor in terms of wealth.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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## 17 How convincing is the claim that Frederick Barbarossa achieved few of his aims in Italy?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to Frederick's view of his role in Italy and his aim to be recognised as the successor of Constantine. The opposition to his aims from the Normans, the papacy and the Lombard communes can also be discussed.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that Frederick was not successful. His ambitions led to an alliance of the papacy and the Normans against him in Italy. The cities were driven into opposition by Frederick's insistence on controlling the appointment of their chief magistrates and were even united by the influence of the pope against Frederick, an unheard of outcome. In 1176 Frederick was decisively defeated at Legnano and was forced into reconciliation with the pope at Anagni in 1176 showing his acknowledgement of the reality of his situation in Italy.

Alternatively, in the final analysis Frederick had some success in that the Peace of Constance was not entirely unfavourable to him and he made an alliance with Milan to maintain his position in Tuscany. He allied with Sicily and his eldest son married the heiress of the Norman kingdom, thus paving the way for a new situation.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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## 18 Assess the strengths and weaknesses of Louis VII's rule.

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates might refer to Louis VII's relationship with the nobles of France, his marriage and divorce and his rivalry with Henry II.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that Louis' rule had many strengths. He was able to promote the Capetian monarchy as the heir to Charlemagne, exploiting stories such as the *Song of Roland*. The French nobles began to recognise his power in order to have his authority in the enforcing of legal decisions from his court. Lords such as the Lord of Beaujeu accepted Louis as their feudal lord in the cause of their own security. He also had popular support in his campaigns against the English and he provided a male heir for France.

On the debit side, the Massacre of Vitry and his penance for it, his divorce of Eleanor of Aquitaine, opening the way for Henry II to marry her and thus rule more of France than Louis did and his early deference to Abbot Suger could all be seen as weaknesses.

In conclusion, candidates could argue that the weaknesses were more marked in the early part of the reign, while Louis became stronger as his reign proceeded and left a situation which his heir could and did build on to the advantage of France.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**19 'Frederick II's greatest successes came in Sicily.' How justifiable is this view?**

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the policies of Frederick in Sicily, his attitude to the crusading movement and to the papacy, his excommunication, his efforts to unite the Italian city states and his role in the Empire.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Frederick was successful in some ways in Sicily. The civil wars in Sicily had diminished royal power but Frederick revoked privileges granted previously, defeated and deported Muslims from Sicily and established a university at Naples to train civil servants. Initially he had papal backing as he tried to wipe out heresy. In addition, candidates could suggest that Frederick was less successful in Germany, where he was forced to acknowledge the rights acquired by the princes during the Investiture struggle.

The alternative view could be that Frederick had some success in Germany, defeating Otto IV and being crowned at Aachen and then in Rome. Also his success in Sicily was challenged by the papacy after he failed to make good his promises to go on a crusade and Sicily was invaded by papal forces. Gregory IX felt himself threatened as the Papal States were surrounded by a powerful king and emperor. The warring factions in the Italian states made it difficult for either side to win. In 1248 Frederick was defeated and died in 1250, so the final victory went to the Pope.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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## 20 'No one can deny his greatness.' Is this a valid judgement on Innocent III?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to Innocent's aims in his reforms of the church. He wanted to use his authority to make the institutions of the church work more effectively and thus deflect the growing criticism of religion. They may also consider how far he succeeded in these aims.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that Innocent had an exceptionally clear grasp of the problems facing the church. He saw that anti-clericalism could only be abated by a drive to improve standards which depended on co-operation from the bishops. He saw, too, that the role of the Supreme Pontiff was to pay much attention to detail and to ensure the lives of Christian rulers measured up to the highest standards. Candidates could explain more fully how he achieved these aims. The Albigensian Crusade was a success in most ways, although Innocent was concerned about its justice.

Alternatively, Innocent did not enjoy unmixed success. His judgements in the succession to the Empire in 1197 could be questioned. He preached the Fourth Crusade but was appalled by the sack of Constantinople. His personality lacked sympathy and care and so his greatness can be dimmed without these qualities.

On balance, candidates seem likely to conclude Innocent was a great pope who saved the church from a possible collapse, but, perhaps, was not necessarily a great man.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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### Section 5: Themes c.300-c.1200

#### 21 How significant was the fall of the Roman Empire for the patterns of European trade in the early Middle Ages?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates are likely to suggest that the population declined in the first period and was rising in the second.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the decline from 400 owed much to the failure of supplies of food and water as the Roman Empire tottered. Egypt and Tunisia fell to Muslims or Vandals disrupting the corn supply and the barbarian invasions were not helpful to settled agriculture and transport was severely affected. There was a plague in 542, similar to the Black Death which exacted a heavy toll.

For the later period, candidates may argue that some of the problems of production of food had been overcome. The introduction of water-mills freed up much labour as previously milling had all been done by hand. Water-mills needed weirs which were themselves good fisheries and so added to the food supply. Iron was used increasingly for agricultural tools, especially ploughs which enabled heavier land to be cleared. In Eastern Europe this was crucial. Everywhere fens and marshes were being drained. Hence a larger population could be maintained. The rise in recruits to monasteries in the period attests to the rising population.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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## 22 How far-reaching was the impact of demographic change in the early Middle Ages?

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the increase in the population and its impact and to the development of the merchant classes.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates could argue that as the population increased there was an expansion in the amount of land being ploughed, more villages were established, forests were reduced and marshes reclaimed. On the eastern borders of Germany new lands were being settled. The numbers of men becoming priests shows a marked increase and celibacy became more common as a result of papal reforms. Towns also grew and merchants and artisans were more numerous, not generally at the expense of other groups.

Alternatively, in remoter areas there was little change. Equally, although in theory peasants could become lords, there is little evidence that many did so. The upper classes did not all prosper and younger sons and relations remained a drain on noble households. With land scarce and labour plentiful, lords were able to enforce harsh terms on their peasants. Such examples suggest that there was not much change in the lives of many medieval folk.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.



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**23 How far did the monastic reforms in the tenth and eleventh centuries depend on the influence of individual leaders?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the reforms instigated under the influence of hermits, those at Cluny and at the Chartreuse.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that leaders like the abbots of Cluny, Peter Damian the recluse and St Bruno made a considerable contribution to monastic reform. Cluny was fortunate in that its abbots were often long-lived and so could make their mark. Hildebrand and Damian encouraged unofficial communities of canons to become regular orders, often Augustinian.

Alternatively the pervading impact of Benedict and his rule assisted reforms. The desire of secular patrons to gain merit by founding monasteries was another factor, exemplified by the Duke of Aquitaine who founded Cluny in Burgundy, not even part of his duchy. The encouragement of the papacy and the instability in both France and Germany boosted the popularity of the monastic life.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**24 (Candidates offering Paper 5b: The Crusades should not answer this question.) ‘Purely secular in their aims.’ How far is this true of the Second and Third Crusades?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to the loss of Edessa and the preaching of St Bernard and to the advances of Nur-al-Din and then the victories of Saladin at Hattin and Jerusalem.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates might argue that the preservation of the Crusader kingdoms was the main motive of many crusaders and that the fall of Edessa exposed their northern flanks and so led to the Second Crusade. The advances of Nur-al-Din meant that Egypt fell to his armies and his nephew, Saladin was recognised as King of Egypt and Syria and so surrounded the Latin States. His victory at Hattin and his capture of Jerusalem underlined his powerful position. This severe threat was the cause of the Third Crusade. Alternatively, the religious leaders of the day, notably St Bernard, preached the crusade with continued vigour and promised eternal reward to those who died on the crusade. The leaders of the Third Crusade all professed religious motives.

Candidates may conclude that the crusaders acted from mixed motives, but they wanted to control Jerusalem largely because of its importance to Christians.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**25 How important is royal and noble patronage in explaining the establishment of the universities in the twelfth century?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates may refer to a range of different universities and the factors leading to their establishment.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that individuals had considerable impact on the founding of universities or colleges within them. Kings wanted to keep such institutions under their control and also liked the prestige conferred by the establishment of a university. The thought of the day was largely shaped by universities and theology and canon law as taught by masters had a large influence on medieval life. Rulers found universities useful as trainers of administrators and as one of the few ways in which clever boys from the lower classes could rise up the ladder. Spanish universities were royal foundations and Frederick II set up the University of Naples. Pope Gregory IX established Toulouse.

Alternatively some universities seem to have evolved. Salerno, a meeting place for Arabic and Classical cultures, developed as the leading medical school, while Bologna became a legal centre. The emergence of Italian humanism contributed as well. Surprisingly it was only later that theology was added to the subjects studied, at the instigation of the Pope. In Northern Europe universities were established by groups of teachers attracting students, as with Abelard at Paris, although the university was officially set up by Philip II. Paris was also the blue print for a university as a federation of colleges.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.

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**26 How is the growth of challenges to Roman Catholic orthodoxy in the twelfth and thirteenth centuries best explained?**

Candidates should:

AO1 – present a response to the question which displays an accurate and relevant historical knowledge. A sharp focus on the demands of the question is required.

Candidates could refer to the emergence of the Cathars and the Waldensians and to intellectuals who challenged Catholic beliefs.

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 factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

Candidates may argue that the growing power and control exercised by the Roman Catholic church was likely to be challenged and that a growing population and social changes also led to challenges. Many parishes lacked priests and so false doctrines crept in, as in southern France. In this location there was support from local rulers which added to the encouragement.

Candidates might also argue that the debate in universities of the time led to some challenges and could discuss how far Abelard was an example of such or how far he was the victim of academic jealousy and rivalry at the Council of Sens.

AO3 – [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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.