

General Certificate of Education

History 5041/6041

Alternative B Europe in Transition, c1470–1610

Mark Scheme

2006 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:

Either

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:

Either

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative B: Europe in Transition, c1470–1610

AS Unit 1: Religious change and its consequences in sixteenth-century Europe

Question 1

- (a) Use **Source A** and your own knowledge.

Explain briefly the significance of ‘profession of faith’ (line 1) in the context of Calvinism in Geneva. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. this was a public statement of belief as a Protestant/Calvinist. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. that this is an indication of the moral code which Calvinists would be expected to follow; a recognition that religious belief should influence behaviour and that this expectation made Calvinism different. 2-3

- (b) Use **Sources B** and **C** and your own knowledge.

Explain how **Source C** differs from **Source B** about the views put forward in relation to Calvin’s authority in Geneva. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B asserts that Calvin had a ‘strong position’ in Geneva, whereas Source C says that this was an exaggeration and the Consistory had greater authority than Calvin had. 1-2
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. both sources stress that Calvin had influence; Source B, because he had overcome opposition, and Source C because of the respect others had for him. The differences are one of emphasis and perspective; Source B indicates that he had defeated his opponents both morally and in political terms, and had been able to remove them by the 1550s. Source C considers more thoroughly the interplay between the religious and political elements and recognises that there were occasions when Calvin was not always successful in achieving what he wanted, e.g. but that this

did not necessarily reduce his authority. This could be extended through own knowledge, e.g. that some of his proposals were revolutionary, such as that over the regular Eucharist, and time was needed for consideration and acceptance; Calvin chose his battlefields carefully. However, there is no doubt that after 1541, Calvin's religious authority was enhanced. In his political role he did regard himself much more as the 'servant of Geneva', but in his religious role as the 'masterful servant'. **3-5**

- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. as Level 2, and understands that by 1555 Calvin was in a strong position, partly because he was more accepted, a new generation was growing up which had no experience of any other regime, the effect of Calvinist education etc., although the attempted Perrinist coup was a reminder that some opposition remained. **6-7**

- (c) Use **Sources A, B** and **C** and your own knowledge.

Explain the importance of the Consistory, in relation to other factors, in explaining Calvin's success in establishing Protestantism in Geneva. *(15 marks)*

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

From the sources, Source A might suggest that values and a sense of order stemmed from Calvin himself. Source B also supports this theme whereas Source C places more emphasis on the role of the Consistory, whilst referring also to respect for Calvin, his theology and his principles. From own knowledge, candidates should know that originally the Consistory had limited power over the people although by the time Calvin died, its authority had increased and Geneva's community leaders were also involved in it. Records show that in any one year up to one fifteenth of the citizens of Geneva appeared before the Consistory although often for minor matters, disputes between families etc. However, its main aim seems to have been to keep the peace and maintain order rather than purely to 'establish Protestantism'. Other factors in encouraging faith and belief are Calvin himself and the grabeau or Company of Pastors. Calvin set a personal example, provided a guidance manual in the 'Institutes', and insisted on the importance of the Bible as the deciding factor in any disagreement. The Council might also be considered; it was usually willing to accept the Consistory's decisions thus politicising its work. The close relationship between the two is exemplified by the fact that the Consistory included lay elders nominated by the Council. By the time that Calvin died in 1564, the two elements of church and state had become much more interwoven and supportive of each other. It is possible that without the Consistory, Calvin may not have been so successful, but the impetus undoubtedly came from his personal strengths and his theology.

Question 2

- (a) Explain briefly what is meant by 'urban reformations' in the context of the Reformation in Germany. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the adoption of Protestantism by independent/ free cities in Germany/HRE 1
- L2: Developed explanation of the term, linked to the context, e.g. free cities could accept reformation ideas without fear of retaliation by rulers and as such they formed a focus for change, e.g. Nuremburg, Strasbourg. Possibly up to 200 cities became protestant. 2-3

- (b) Explain why there were 'urban reformations' in Germany in the early sixteenth century. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. cities were more open and willing to consider new ideas; they shared the general dissatisfaction with the Church of other towns and communities etc. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. the Church did not have a monopoly of religion in the cities as, e.g. guilds had chapels and patron saints; there was a good level of literacy; cities already had, in many instances, broken free

of the rule of bishops, there was greater freedom of movement and contact between different social classes and so an openness to change etc. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. different cities had different priorities, physical distance from a potential opponent, but popular pressure was probably the most urgent factor as it gave a broad base for change. **6-7**

(c) ‘Cities were the main driving force of the Reformation in Germany.’
Explain why you agree or disagree with this view. *(15 marks)*

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of issues.

Or

Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**

L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

A large number of cities did become Protestant, e.g. 51 out of 65 imperial cities – although not all remained so. Trading links made it easier for them to find out about new ideas and be aware of the actions of other cities and the greatest number of changes occurred in the 1520s, e.g. in Nuremberg, Regensburg. Most of them were Lutheran. Many had printing presses and produced pamphlets and woodcuts in large quantities. The enthusiastic popular response generated support from councils. Some historians now credit them with being the first group to seriously initiate the Reformation. But not all cities adopted the Reformation, some feared the reaction of the Emperor or loss of trade. The impact of the cities is difficult to gauge on the movement as a whole; some returned to Catholicism, particularly after Charles V’s victory at Muhlberg in 1547.

There were also other factors which influenced the development of the Reformation in Germany. One of these had to be the Lutheran message as contained in the 95 theses and the controversy this generated through the medium of his sermons, the printing press and public disputation, e.g. at Leipzig. Luther also had support from Imperial Knights and princes such as the Elector Frederick, Philip of Hesse etc. Eventually they were willing to challenge the HRE through the Schmalkaldic League. Their motivations were not just religious but also political as they saw the HRE as an obstacle to their ambitions for independence. Answers should show some awareness of the balance of factors to achieve the highest levels of response.

Question 3

- (a) Explain briefly what is meant by ‘the most dynamic element’ in the context of the Jesuits in the Catholic Reformation. (3 marks)

Target: AO1.1

L1: Basic or partial definition of the term, largely based on the extract, e.g. that the Jesuits achieved the most in revitalising Catholicism and returning individuals back to the Catholic Church. **1**

L2: Developed explanation of the term, linked to the context, e.g. the Jesuits were the largest and most active new order; their influence spread throughout Europe and into Asia and the New World. They were not bound by traditional monasticism and reached people from all sections of society. They contributed to the reform movement at ground level, among the people, and at the highest level, with the Pope at the Council of Trent. **2-3**

- (b) Explain why the Society of Jesus was established. (7 marks)

Target: AO1.1, AO1.2

L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. as a result of the conversion of Ignatius Loyola and his dissatisfaction with existing orders which seemed out of touch, too worldly, and did not set a good example of a religious life to the people. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. as a part of the rejuvenation of the Catholic Church in the mid-sixteenth century; the result of Loyola’s period as a hermit and his studies in Paris which gave him a vocation to establish an international order; to match the zeal and organisation of the Protestants; to help restore the authority of the Papacy; to reach both princes and peasants with a rejuvenated Catholicism; to reconvert Protestants and to take Catholicism to non-Christians. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. as Level 2, and shows understanding of the unique vision of Loyola

and his loyalty to the Papacy; that this was as much a positive development from personal conviction as a reaction to a specific issue of the weaknesses of the Catholic church and its leaders etc. 6-7

- (c) ‘The most important work of the Jesuits in the Catholic Reformation was in educating the young in Catholicism.’
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. 1-4
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
Or
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. 5-8
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. 9-11
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. 12-13
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. 14-15

Indicative content

A large proportion of the work of the Jesuits was in the education of boys and young men. This was important because often these were the sons of the aristocracy and ruling classes who were socially and politically influential. Colleges were established in major cities, e.g. Cologne, Vienna, Worms, etc. with consequent impact on the surrounding area. Those who subsequently became Jesuits were able to preach in the language of the country where they were based, and their role as confessors to the monarchs and nobility was also significant in the influence it gave them both politically and religiously. Those who did not become Jesuits were unlikely to discard the values and ideas they had absorbed at school.

Alternatively, the fact that the Jesuits were not a regular monastic order but got out amongst the people was also significant. They were more able to counter the Protestant threat and draw in the ordinary people they inspired. In addition, the Jesuits became famous for their work across and beyond Europe, in India, the Far East, and the Americas. Some became confessors to the nobility and royal families of Europe, e.g. the Habsburgs, and thus were in a position to exercise great influence on attitudes towards Protestants and other religious issues.

They held great influence at the Council of Trent ensuring the authority of the Pope and avoiding compromise with the Protestants. They inspired the formation of other non-regular groups, e.g. the Roman Oratory.

Good answers should recognise the significance of the work done with young people but also be aware that the Jesuits were important not just because of the work they did but because they were distinctive in their methods, range of activities, appeal across a broad section of society, and because of the extent of their achievements.

Alternative B: Europe in Transition, c1470–1610

A2 Unit 4: The State, Authority and Conflict

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

How fully does **Source B** support the view put forward in **Source A** of a ‘reforming tendency’ in the reigns of Ferdinand and Isabella? (10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. 1-2
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. 3-5
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. 6-8
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. 9-10

Indicative content

Answers at Level 1 will restrict themselves to simple statements, e.g. both sources suggest that there was an interest in reform but Source B is less positive in relation to the practicalities. At Level 2, references are likely to be more developed, e.g. to the positive support given to the issue of reform amongst religious orders and clergy in Source A, but contrast this with the stated difficulties in Source B of achieving reform via the hierarchy of bishops etc. who were constantly being diverted by the monarchs into affairs of state. Brief references to own knowledge should be made at this level, e.g. to the appointment of Theresa of Avila, the fact that some bishops did instruct their priests to learn Latin, wear clerical dress etc. but there were still many abuses, e.g. nomination of boys to important posts (such as the bishopric of Saragossa). Level 3 responses should begin to move towards a conclusion, e.g. that the degree of reform varied in relation to the particular aspect of the church/religious life, e.g. Source A emphasises religious orders such as the Franciscans as leaders in reform whereas Source B comments on the limitations amongst the hierarchy and at ground level amongst the people. Historians comment on the length of time it took for even the religious orders to change and Cisneros, often regarded as a leading light in reform, focused more on the cultural aspects, such as the production of the Polyglot Bible and the establishment of the University of Alcalá to promote humanist ideas. Responses at Level 4 will draw well supported conclusions in terms of the sources, e.g. Source B in relation to Source A, is more critical of the monarchs because it is analysing a differing aspect of reform (piety rather than administrative practice). They will also use their knowledge, e.g. that some changes were encouraged, (e.g. priests had to wear clerical dress) and there were opportunities for reform. Much of the latter, however, was driven by external issues, by specific pious individuals, and many abuses still remained, e.g. in terms of married clergy, carnivals in churches etc. A

‘reforming tendency’, with the emphasis on ‘tendency’ may overall be an accurate assessment as achievements were varied and limited over the period.

(b) Use **Sources A, B, C and D** and your own knowledge.

‘The Crown increased its authority over the Church, but its attempts at reform had limited impact on the religious lives of the people in the years 1469 to 1598.’

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates’ responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

From the sources.

In relation to the authority of the crown, Source A suggests that the crown supported the concept of reform in the Church and continually worked to control appointments in the

Church, particularly significant posts. Source B suggests that Isabella used the clerical hierarchy in secular roles as well as religious thus exerting significant influence. Source D indicates clearly that Philip II made organisational decisions, e.g. creating new sees, and was also resistant to foreign control, i.e. that of the Pope. The source speaks of “the nationalising of Spanish Catholicism” suggesting a move over the period to a national Church in Spain under the control of the monarchy. In relation to religious issues, there is evidence of changes which may have had an impact on ordinary lives, e.g. Source A refers to stricter discipline amongst the monastic orders in the reign of Ferdinand and Isabella; Source C implies that most people were better educated in terms of knowledge or prayers and Source D makes reference to new orders and the work of the Inquisition. However, Source B implies that no progress was made in the reigns of Ferdinand and Isabella and refers to irregular practices and popular superstition.

From own knowledge.

This should confirm a growing authority over the officials of the Church and in relation to the papacy, e.g. control over appointments – by 1516 all were virtually in the hands of the crown; Philip II’s caution regarding the publication of the decrees of Trent in case they limited his authority over the Church; refusal to allow appeals to Rome; resistance to the authority of the Jesuits; support for the work of the Spanish Inquisition.

The lives of the people probably changed more slowly as a result of religious development, but ultimately in a more radical fashion; at the start of the period, society was, in practice, multi-faith including Jews, Moors and Christians. After the persecution and expulsion of the Jews in 1492 came the forced conversion of the Moors, many of whom were effectively internal exiles unable to participate fully in society. This was followed by internal reform within, e.g. monastic orders, followed by the founding of new ones in the latter part of the period, e.g. the Jesuits who brought a new piety. Reformed faiths did not really penetrate the country, an exception perhaps being the Alumbrados and a small number of Lutherans, neither of whom were a serious threat. More extreme protestants were, however, rooted out after the discovery of the Seville group in 1557 (based on Genevan practices) by auto da fe. This resulted in closer control over access to foreign ideas and gradually Spain became more isolated from religious developments in Europe; strict censorship was imposed. Under Philip II this isolation grew more intense, e.g. students were forbidden from studying abroad and some scholars found their work restricted. Spain preserved its religious unity in Castile if not in Aragon, and Protestantism never gained a hold. Jesuits acted as missionaries in Spain as well as in other parts of Europe; and a reconversion occurred; practices changed, e.g. churches were plainer, the sexes were separate when worshipping, parishioners had to attend church every Sunday. Art, music, theatre etc. were put to the service of the Church. Spain became more ‘religious’ in the latter part of the period?

Section B

Question 2 onward

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

Target: AO1.1, AO1.2, AO2

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Option A: The Netherlands, 1565–1609

Question 2

‘Alva’s bid to consolidate Spanish authority in the Netherlands had failed by 1573 because of the circumstances and not because of the man.’

How far do you agree with this opinion? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Circumstances/situation – there was a considerable lack of unity, e.g. political differences in the way power was exercised in each state; the nature and extent of local privilege; language (some states were French speaking and some Dutch); the relative influence of different social groups, e.g. some were dominated by the merchant community as opposed to the landed aristocracy; the extent of devolved (local government) within a state; the effects of inflation which reduced income and affected the status of the nobility; the effects of new policies such as the proposed new bishoprics which reduced opportunities for the sons of the nobility.

The man – Alva’s authority came via delegation from Philip and so it was difficult to act immediately; he did not work well with Margaret of Parma and chose foreign advisers, e.g. Italians and Spaniards; he was extreme, e.g. the setting up of the Council of Troubles and the executions of Egmont and Hoorne; the imposition of taxes resulting in revolt in 1572; he was associated with the fierce crushing of the iconoclast revolt; he created the opportunity for the first rebellion led by William of Orange who became a figurehead for the opposition to Spain.

Alva did eventually withdraw, despite the fact that he was making gains, because he had been too harsh; he was replaced with the more moderate Requesens. Answers might perceive that the very fact he was sent by Spain was likely to cause problems however able he was, but when this was compounded by his inability to grasp the core religious and political issues, he was unlikely to succeed in maintaining the authority of Spain.

Note: ‘balance’ does not mean ‘equal information on each’.

Question 3

Who made the greater contribution to the development of the United Provinces by 1609: William of Orange or Maurice of Nassau? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

William of Orange was important because he became the main focus for the resistance to Spain from the 1560s to his death in 1584. For example:

- he was significant because of his position as Stadholder of Holland, Zeeland, Utrecht
- he campaigned to have Granvelle removed from power in 1564 over the bishoprics issue
- he led an unsuccessful campaign to remove Alva in 1568; he fled to Germany but continued to campaign and try and raise support to oust Spain from the Netherlands
- he continued to head military resistance to Spain until his death in 1584
- he conducted a continuous propaganda campaign against the Spanish, e.g. the Apology of 1580 in which he rejected Philip's political authority and claimed the right of resistance
- he became a focal point for the states and helped to develop the concept of political unity; sometimes seen as a nationalist
- he was a man of all religions and no religion and so appealed to all; he started out as a Catholic, married a Lutheran, and converted to Calvinism; the latter lost him support so was probably a religious conviction rather than political expedience
- he transformed a domestic revolt into a broader rebellion by enlisting help from all possible sources, e.g. willing to cooperate with Archduke Mathias and the Duke of Anjou to establish a new state of UP.

But he did fail to deliver a united Netherlands and had to be satisfied with the north; often he had to react to events rather than dictate them; he failed to keep the north and south as a unity.

Maurice of Nassau:

- he was an able soldier who reformed the Dutch army to make it an effective fighting force, e.g. improving tactics, improving training and discipline, placing greater emphasis on engineering, maps, artillery, fortifications
- he was able to take advantage of Spain's weakness in the 1590s, e.g. in finance, internal struggles for power, e.g. between Parma's successors, made better use of English support
- he agreed to the 12 Year Truce which benefited the Dutch more than the Spanish, especially in economic terms
- he played a significant role in the States-General.

Conclusions might suggest that William of Orange played the most important role because he laid the foundations for success; others might support Maurice of Saxony who kept the revolt going and knew how to take advantage of his opponent's weaknesses.

Question 4

'By 1609, the United Provinces were both politically united and economically strong.'

To what extent do you agree with this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Politically – in the 1590s the States-General was declared the sovereign institution of the country, thus providing greater unity than had existed to that date. The new state was a republic. The States-General was to operate a system of one representative for each state and a formal system of reporting back by the representative was set up, although agreement was regularly being reached without having to do this. Maurice of Nassau was recognised as the Stadholder and so provided unity through his person and the House of Orange. Individual states were represented through the appointment of Advocates although the Advocate of Holland became the most influential, (Jan van Oldenbarneveldt). If Oldenbarneveldt included, this would have to be used as part of support for Maurice of Nassau. Towns, however, operated much like city-states – they were governed by small groups of magistrates. The press and pamphlets were vehicles of debate and outlets for critical discussion. There was a good degree of unity but the strength of the new constitution remained to be tested.

Economically – although the River Scheldt remained blockaded, this allowed Amsterdam to become a main trading port; shares in trade in the Baltic increased, immigrants from the south strengthened expertise in the cloth market; reclamation projects were set up and the Dutch became involved profitably in the spice trade. However, taxes were still high; and English traders increased their share of the cloth market though they complained that the Dutch were taking over the herring trade. Some opposition grew to the truce and there were disturbances in towns, growing jealousy of Holland as the state best placed to take advantage of the changes in trade. However, the economic strength of the Dutch meant that Spain renewed the truce in 1607 because they no longer felt as able to take them on.

Overall the United Provinces was in a stronger position in 1609 but there were still issues between north and south which ultimately led to permanent division by 1648.

Colonial references acceptable if related; would not expect extensive depth.

Option B: Charles V and the Holy Roman Empire, 1519–1556

Question 5

How successfully did Charles V succeed in dealing with the political and religious challenges presented by the Peasants' War, 1524–1525? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The Peasants' War was largely caused by shortages of land, rising rents and archaic systems of landholding (linked to the feudal system), although some of the participants were citizens of the towns. However, there were different causes in different parts of Germany. Most of the action was centred in the south and the centre of Germany. Many were threatened by greedy landlords demanding high taxes. The link with the Reformation was made through interpretations of Luther's message, e.g. that serfdom was against the freedom of Christians, the tithe was not justified in the Bible etc. The Twelve Articles of Memmingen began with 'the right to elect their own pastor' and 'freedom from the tithe' and asked that their rights be 'tested by scripture'. The religious challenge was therefore as important as the challenge to Charles' authority and the structure of the empire. However, Luther condemned them in person and through 'Against the murderous and thieving hordes of peasants'. This pushed some into the arms of radicals and perpetuated the religious conflict/threat.

The political threat in 1525 was also quite severe; large assemblies gathered to present their petition; an organisation on republican lines began to take shape; the princes rallied to defeat the peasants at Frankenhausen; this in itself was a challenge to Charles V who was in Spain. The victory was followed by retribution by the princes – destroying the property of those who had supported the peasants. This transformed 'the cause of princely centralism' and asserted their authority. Charles had also not allowed Ferdinand to act decisively enough, thus lowering his personal authority as well as that of the Holy Roman Emperor.

The Peasants' War, although defeated, had long term effects on Charles' political standing, the Habsburg client network, authority over the princes, and ability to stem the tide of support for Protestantism. His failure to return to Germany to deal with the crisis was in some senses irretrievable as further crises loomed, e.g. with the Turks, which made it more important that he had support if he were to deal with them successfully.

Acceptable for this to be set within the full context of Charles V's reign. Peasants' War as a stimulus.

Question 6

‘Charles V saw the threat of the Ottoman Empire to the Holy Roman Empire as a religious rather than a political challenge.’

How accurate is this statement?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The sixteenth century saw a power struggle between these two great empires played out on land and sea. Their very different bases and structure heightened the threat which each presented to the other; the nature of the threat was variable from crisis to crisis but inevitably distracted Charles V from his goal of a united Catholic Europe with the Holy Roman Empire at the centre.

The religious threat was based on the antipathy between Christians and Muslims. Charles as Holy Roman Emperor believed in the concept of Holy War (as did the Turks). He upheld the tradition of crusading and his Spanish background reinforced this. The religious instability in the Holy Roman Empire, with the rise of Luther and of the radicals contributed to the notion of Christianity in danger and may also have encouraged the Ottoman Empire to consider that the time was right to invade. The first Ottoman attack came in 1521 when Charles had faced Luther at Worms and continued sporadically throughout the reign. However, although Hungary was taken, the Turks never stayed long enough to make a direct impact on religious issues but they did make it harder for Charles and Ferdinand to deal with protestant princes when they needed support against the Ottoman Empire.

However, ultimately Charles had to recognise the political threat. The Ottoman Empire was seeking to expand its territory and saw the west as an opportunity, both in Europe – the Mediterranean, and North Africa. They moved through Hungary in 1521, threatened Vienna and proposed to ally with the Poles. They also beat Charles V at sea, e.g. Prevesa in 1538 and threatened an alliance with Charles’ rival, Francis I of France, which materialised briefly in 1536 and regained Hungary by 1540. The severity of the threat was worsened by the Turkish alliance with Barbarossa. By 1546, when Charles was attempting to settle the Imperial succession in favour of Philip he was eventually forced to drop this by the combined issues of France, the German princes and the Turks. Hence the issue that was most important to Charles was thwarted by the threat from the Turks and may eventually have contributed to his abdication.

Question 7

How far did the authority of Charles V as Holy Roman Emperor limit the political and religious activities of the individual states of the Empire? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

‘States’ should be interpreted broadly – there is no intention that specific states should be discussed in any depth but answers at the top levels will understand the issues. References to the Netherlands are acceptable but they must not form the focus of the answer

Answers should demonstrate some awareness of the structure of the Holy Roman Empire and how that impinged on Charles’ ability to deal with the states, both individually and collectively, e.g. the Holy Roman Empire was made up of c2500 different authorities, some were towns, city-states, principalities; Charles V had little hope of controlling all of them; his government had to be federal rather than absolutist, although there was a legacy of the idea of universal sovereignty inherited from the Roman empire. He became emperor through election which weakened his position still further. Extensive bribes had been used. Consequently he had no inherent authority, either in his person, or through his position, and much depended on how he chose/felt able to exercise his authority. He was also restricted by the Wahlkapitulation as a condition of his election, e.g. he would respect the rights and privileges of the princes, would consult the electors and the Reichstag on imperial affairs; he could also be limited by the Diet. Much, therefore, depended on how Charles V tried to exercise his authority.

Political – Charles did attempt some reform in his revival of proposals for a Regency Council and he used it as a method of communicating policy although enforcement was more difficult; he also used the Imperial Chamber Court against the Protestant princes and succeeded in holding Diets at regular interludes in the period up to 1530; the Diet of Worms 1521 did ban Luther ‘with the approval of our imperial electors, princes etc. ...’. However, the ban was not effective and as more states became Lutheran and thus the princes gained more power, the more difficult it was for Charles to exercise/maintain authority. By 1555, the Peace of Augsburg which allowed the princes to decide the religion of their state, made clear the limitations of his authority.

Religious – this was the challenge which really demonstrated the extent of Charles V’s failure. Charles took the initiative in 1517 and issued the Edict of Worms against Luther. Unfortunately, he was unable to control individual princes who gave Luther support; and he was unsuccessful in limiting the use of the printing press and thus the spread of new ideas. His absences from the Holy Roman Empire and the threat from the Turks and the French also distracted him. However, he did succeed in deferring recognition of Protestantism until the Diet of Augsburg in 1555.

In the long term, therefore, Charles V had failed to limit both the political and religious activity of the German states but did in the short term defer its consequences through a relatively piecemeal approach.

Option C: Suleiman the Magnificent, 1520–1566

Question 8

‘Suleiman the Magnificent promoted the idea of the Ottoman Empire as a nation-state not only through his military exploits but also through his talent for public display.’

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The focus of this question is on the concept of a nation state, insofar as it can be applied to the Ottoman Empire, through consideration of some of the accepted characteristics of such a state.

Military exploits – Suleiman concentrated his efforts on a move westwards to consolidate his father’s work and secure resources (including land and men). Answers might be expected to refer to the capture of Belgrade 1521, Rhodes 1522, the capture of Buda and the siege of Vienna in 1529, the occupation of Transylvania in 1551. This was achieved at the expense of the Holy Roman Empire on land and supremacy in the Mediterranean. However, not all these gains were retained; land had to be given up in the winter and naval supremacy was ended at Lepanto.

Public display – Suleiman was effective in ‘marketing’ his image through public display, e.g. his fine clothing, elaborate ceremonial (even adopting a crown and sceptre mimicking European monarchs), patronage of literature and the arts and writing poetry himself. He had court historians who wrote about his achievements and compared him to previous great rulers; he was often known as ‘the lawgiver’ through his concern for justice and codification of the laws. Great public buildings, including mosques, were built, and visits were made to holy and historic sites. Public display may also be linked to the military.

However, Suleiman did not always retain his conquests – they usually had to retreat for the winter and the furthest east his authority was established was in Hungary. His image was important in gaining loyalty but this was a very personal attribute. The multi-cultural nature of the state resulted in longer term weaknesses; his success was transitory.

Question 9

To what extent did Suleiman the Magnificent enhance his internal political authority at the expense of achievements in foreign policy? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Suleiman did enhance his internal political role through a variety of methods and actions, e.g. he was known as the ‘lawgiver’ because he began to establish rules of law and justice which were applicable to all; he travelled widely ‘to relieve the distress of my people’; he set up many building projects to emphasise wealth and authority and security, e.g. roads, mosques, colleges, garrisons. In addition he organised public spectacles/displays in Istanbul to parade his wealth, achievement and power; he portrayed himself as the ‘warrior’ leader and he took a keen day to day interest in government throughout his reign. He could, however, be ruthless and did not spare his opponents, even his family (he had his own son executed to safeguard the succession). However, there is evidence that, after the death of his son, there was some decline in this personal involvement, and more limited attention to detail, e.g. the timar system began to break down, expenditure rose over income.

In terms of foreign policy, Suleiman did have some substantial success, e.g. in rapid succession in the 1520s he captured Belgrade, defeated the Magyars in Hungary at the Battle of Mohacs and captured Rhodes. In 1532, he was well on the way to Vienna and sacked Guns; in 1534–1535 he attacked Persia and then turned his attention to Europe and seized, e.g. Venetian bases in the Mediterranean and threatened Sicily and Naples. At the same time Hungary was persistently attacked and campaigns were mounted in Persia.

Time and distance were probably the issues which were more likely to affect the outcomes of foreign exploits rather than the demands of internal affairs. He had able commanders to support his aims and adequate funds from the profits of extensive trading for most of his reign.

Question 10

‘Religion was more important than territorial expansion.’

How far do you agree with this view of Ottoman policy towards Europe in this period?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Ottomans saw themselves as ‘holy warriors’ or ghazi, with an obligation to make war on the infidel; religion was a form of identity and could be used to rally support for expansionist activities. Their clashes with Charles V and the Holy Roman Empire could be interpreted in this light; the Habsburgs were the main defensive Christian power in Western Europe; the attack on Rhodes in 1522 was partly motivated by the view that the Knights of St. John were Christian pirates who disrupted Ottoman trade and challenged the Ottoman Empire because they enabled Christians to get to the Holy land. Similarly Malta and Cyprus were attacked to secure safe routes for Muslim pilgrims.

On the other hand, the Ottoman Empire allowed Christians and Jews to practise their religion in the empire; they allied with Francis I, a Christian power, to defeat Charles V, showing that religion was less significant than the impetus to power; they besieged Nice with the French. They also fought against other Muslims, e.g. in the eastern Mediterranean and North Africa. They also allied with the Schmalkadic League and it is possible that pressure from the Turks forced the Habsburgs to make concessions to the Protestants; this was more of a political move on the part of the Ottoman Empire rather than a religious one, as it weakened the Habsburg enemy. Many of their conquests were purely for political gain and not intended necessarily to be permanent, e.g. the capture of Rhodes gave them a strategic position in the Mediterranean; although they occupied large parts of the Balkans, the Balkans were never assimilated into the Ottoman Empire. Their success led to a concerted and successful attack by the West at Lepanto; a recognition by the West of their growing political, rather than religious, power.

Links may be made between religion and territorial expansion, but their relative tolerance within the empire itself indicates that religion, although important, was now seen as a hindrance to other ambitions such as territorial expansion. Answers may opt for ‘religion’ or ‘territorial expansion’ but most answers are likely to see the links between the two elements, as circumstances required.

Alternative B: Europe in Transition, c1470–1610

A2 Unit 6: Henry IV of France: A Modern King?

Question 1

- (a) Use **Source B** and your own knowledge.

How valid is the interpretation in **Source B** of the importance of the role of Sully in Henry's success in the reconstruction of France? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Level 1 responses will relate to the main content focus of the source, i.e. Sully was in charge of finance and communications and he ensured that the crown had sufficient money to pay its way. He also rebuilt trade and industry to provide adequate resources. Henry could not have achieved success without him. Level 2 answers will be extended to include own knowledge, e.g. Henry had attempted to restore finances but he was on the brink of bankruptcy and his attempt to increase taxation via the *pancarte* had failed badly; Sully had been appointed to assist. At Level 3, answers should explain and evaluate the interpretation more fully, although Henry had himself failed to resolve the issue he had the good sense to appoint and support Sully's work (source); Sully identified the tactics to be used, e.g. refused repayments of loans made to the crown, raised taxes on goods used by the nobles, an example being the *gabelle*, and introduced the *paulette* as a tax on office-holders, thus ensuring a regular source of income to the crown; he also promoted economic development, e.g. through his improvement of roads, bridges, etc. and set up a Council of Commerce to set up projects, provide advice to entrepreneurs etc. At Level 4, answers should be drawing some conclusions about Sully's importance, e.g. as *grand voyer* he was able to oversee the development of agriculture and industry and trade. However, without Henry's backing he would probably not have succeeded as highly; Henry himself showed real interest in farming and in commerce, transport systems and overseas trade and allowed Sully the freedom to promote the economy.

(b) Use **Source C** and your own knowledge.

How useful is **Source C** as evidence of the extent of Henry IV's authority over the parlements?
(10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers will show understanding of the content, e.g. that the source suggests that Henry was not an absolute monarch, had limited control over parlement and this is demonstrated through reference, e.g. to their reluctance to register the Edict of Nantes, objections to new taxation. Level 2 responses should be more specific with regard to utility and draw in own knowledge, e.g. suggest that although parlements may object and delay legislation/new rulings, they did usually ultimately agree and accept Henry's wishes, e.g. on the Edict of Nantes. However, they were more resistant to demands for money such as increased taxation and to other matters of religion which were still very sensitive. At Level 3 there may be some discussion of the limitations of the source itself, e.g. the focus on very sensitive issues such as religion, which had caused a thirty year period of conflict in France and it was therefore unlikely that Henry could fix this without some clash of opinion; that it ignores areas where great sums of money had been successfully expended in the early years of the reign, e.g. to the Dutch, to maintain alliances; neither is reference made to the money spent by Henry on less acceptable matters such as mistresses, gambling debts, etc. which may have made parlements less willing to be pliable. Level 4 responses should draw some conclusions about utility, e.g. that the source is useful because it identifies the real difficulties faced by the king and the classic dilemma, i.e. he did not want direct confrontation with parlements but he did wish to be able to work with them; or that it is not valid because of its generalities and there are very significant occasions when Henry did achieve what he wanted. Randell in particular suggests that Henry was never prepared to let matters go, and was prepared to repeat his demands until he achieved his aims if necessary by other means such as through the Council or provincial estates.

(c) Use **Sources A, B** and **C** and your own knowledge.

‘Skilful handling of religion and finance were the key to Henry IV’s success as king of France, 1598–1610.’

Assess the validity of this interpretation.

(20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

From the sources: Source A (Sutherland) suggests that becoming a Catholic divided the League and enabled moderates, the majority in any community, to give him support, although it did not bring an immediate end to the conflict. Source B (Rady) identifies a crucial consequence of financial power in generating independence from opponents and regenerating the economy which undoubtedly would have gained the new monarchy support. Source C (Buisseret) is more sceptical and suggests these were areas of tension and conflict, e.g. in relation to the Edict of Nantes and Henry’s efforts to raise money through the parlements, implying their limited significance in Henry’s success.

Own knowledge – in relation to religious matters: Rady sees the religious issue as important in enabling Henry to gain the throne; he managed to keep the loyalty of Huguenots despite his conversion but was constantly pressed to make their situation clear which came first at Mantes 1591 and then at Nantes 1598. Nantes gave them some security in terms of worship, defence, employment, and protection by the law; some historians see this as the creation of a

state within a state and others that it simply reinforced the Huguenot's dependence on the king; they were never able to challenge him or extend their influence. Buisseret emphasises the way in which Henry took his Catholic duties seriously and, e.g. spent time eradicating abuses in the Catholic Church and appointing good men to significant posts. The latter point is challenged by Baumgartner who believed that Henry III had begun this process of selection much earlier and Henry IV simply continued it. This line of argument is supported by Greengrass. He asserts that Henry was more concerned about loyalty to the crown and himself than faith; he also quotes large numbers of sees left unfilled. However, this may have been because of lack of co-operation from Rome rather than as a result of Henry's reluctance. Henry did not accept all of the decrees of the Council of Trent, although he did encourage the Church to reform itself.

In relation to finance: this was possibly a more pressing issue; expenditure was greater than income, war with Spain and costs of administration were large elements of this. However, because internal conflict was brought to an end, the economy began to improve and provided the potential to improve the country's finances. Much of the credit for financial recovery is to be given to Sully who by 1598 was seen as the head of the financial administration and very much given his head by Henry after the failure of the *pancarte* in 1597. However, Knecht, whilst giving Sully and Henry IV credit for improvement, refers to the influence of Henry III who had also tried to deal with abuses. The budget showed a good surplus by 1610, although Bonney suggests that this was theoretical rather than actual (as royal debt was undeclared). Revenues were increased through, e.g. better collection of taxes, new taxes such as the *paulette* and the resumption of crown lands alienated during the wars. Regional assemblies which often obstructed the collection of taxes had their powers reduced (Rady).

Answers might therefore reasonably conclude that success in financial matters was more significant than in religious policies. Although religious matters were both a personal as well as a political issue, Henry IV's acceptance of both religions in France, whilst keeping the Huguenots under strict control, was a weakness and would have been perceived as such by many both internally and externally. On the other hand, the revival of France's financial fortunes enabled the new king to carry out a foreign policy which ensured France was not overrun by its neighbours following the religious wars and also that internal opposition could be countered. However, the skilful settlement of the religious issue could also be seen as a strength and the key to restoring stability in France. Whilst ever there was religious discord, the opportunity for foreign intervention was much greater and the threat of economic dislocation was significant.