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Cambridge Pre-U Certificate

HISTORY

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

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MARK SCHEME

Maximum Mark: 90

Published

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

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

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This document consists of **52** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Introduction

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

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

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

Band 5: 25–30 marks

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

Band 4: 19–24 marks

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

Band 3: 13–18 marks

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

Band 2: 7–12 marks

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

Band 1: 1–6 marks

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

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section 1: c.1400–c.1461

Question	Answer	Marks
1	<p>To what extent were lay rulers responsible for the profound and protracted nature of the Great Schism?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the background to the Papacy residing at Avignon; the development of the status of Cardinals and their changing roles; the death of Gregory XI in 1378; the election of Urban VI and his personality; the roles of Charles V and VI of France; the roles and attitudes of other lay rulers, such as those from the Iberian kingdoms, Scotland, England, the Empire, Bohemia and Hungary; the election of Boniface IX; and, the evidence provided by the termination of the Schism at Constance. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: reflection on both the ‘profound’ and ‘protracted’ nature of the Schism, and whether different factors were responsible for each; the growth in importance of the College of Cardinals in relation to the Papacy; individual Cardinals increasingly seeing themselves as semi- independent feudal magnates; Urban VI’s desire for radical reform and his refusal to compromise; Urban VI managing to alienate even many of his own supporters; the key role played by Charles V of France with the Avignon Papacy; many religious orders were divided on the issue; the mental incapacity and role of Charles VI of France; the reluctance of popes like Benedict XIII to fulfil their promises to step down to end the schism; the relationship between France and England, and between England and Scotland; the way in which diplomatic relations in Europe, especially towards the French, dictated attitudes towards the Schism; and, voting at Constance was done by nation, which was revealing.</p>	30

Question	Answer	Marks
2	<p>What best explains the pivotal role that Valois Burgundy played in European politics of the period 1384–1467?</p> <p>AO1 –Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: events in France such as Agincourt and the madness of Charles; the 100 Years War; the work of Philip the Bold, John the Fearless and Philip the Good; marriages; the acquisition of Luxembourg; the acquisitions of 1384; the income of the rulers; the court and its status; the local administration; patronage of the arts. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: the extent to which it was their own ability or the weaknesses of others; the rulers ability to marry well; that France was ruled firstly by a madman, then defeated at Agincourt, and was then bitterly divided and had a long royal minority; the clever agreement with Queen Isabel; the Burgundian ability to take full advantage of the 100 Years War and the relationship with Duke Humphrey, and the early alliance with Henry V of England; the enormous income from France; income exceeded expenditure; economic factors, the wealth of the Low Counties, with a growing population; the high status of its Court and its patronage of the arts; the Golden Fleece and patronage of crusading; and, its quality civil service and administration. The main debate should be between the view that it was just good fortune, being able to play greater powers off against each other during their minorities, and the good judgement of three very competent rulers.</p>	30

Question	Answer	Marks
3	<p>How effectively did the Roman Catholic Church deal with the challenge presented by Hus and the Hussites?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the nature of the challenge presented by Hus himself, and the nature and extent of it; his preaching in Czech; his influence as an academic; his anti-clerical, anti-papal and anti-German views; his defiance of authority over the Schism; his hostility to indulgences; his association with Wycliffe; his trial and burning; the different challenges of the Hussites, both moderate and extreme, and how they took forward many of Hus’s views; the role of the peasantry and the minor nobility in supporting Hus’ ideas; how the movement became a socio-economic one and a nationalist one as well as a religious one; the leadership of Zizka and Prokop; the various foreign invasions designed to eliminate the movement; and, the Compacta of 1436. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: reflection on what an effective challenge might mean in this context; the fact that while the Church may have killed Hus, his ideas and influence lived on, and possibly even grew; there was no serious attempt to eliminate the issues which led to much of Hus’ protest; the suggestion that the Compacta of 1436 was the start of the Reformation; so many of the ideas associated with Hus later re-emerged; priests in the area married, and auricular confession was abandoned as was the Latin liturgy; a religious struggle became a national war; many gained church lands and therefore had a vested interest in change; the old Bohemian feudal church was dismantled; while arguably it was not seen to spread, the ideas emerged in Universities across Europe; and, whether a small patch was applied to a gaping wound.</p>	30

Question	Answer	Marks
4	<p>‘A period of sustained recovery.’ Discuss this view of France in the reign of Charles VII.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: his inheritance, the son of Charles the Mad; the humiliation of Troyes; the successes after Orleans and Castillon; the relationship with Burgundy after Arras; the Pragmatic Sanction; the standing army; the gains of Normandy and Guyenne; the relationship with the Dauphin; increasing revenue; his relationship with the great feudal nobility; and, the integration of the nobility into officialdom. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: how ‘sustained’ the recovery might be seen as; some definition of ‘recovery’ in this context; by the end of the reign the 100 Years War was effectively over – and won by France; the Pragmatic Sanction saw the rise of Gallicanism with its attended advantages; the development of a standing army which could not only defend France, but ensure the expulsion of the English; the increase in commerce; by the end of the reign, the King controlled huge territories which had been controlled by vassals in 1420; the checking of acquisitions of new fiefs and fortifications; the limitation of seigneurial taxation; the extent to which his hold over the nobility had increased; changes in royal income, and its collection and administration; and, whether the events of the following reign demonstrated that the greater nobles had not quite been tamed.</p>	30

Question	Answer	Marks
5	<p>What best explains the rise of Muscovy in this period?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the foundations laid by Dimitri I; earlier territorial expansion such as Rostov and Nizhnii Novgorod; the decline of the Golden Horde; Moscow’s development as a religious centre; the fall of Byzantium; the work of Vasilii I and II; the support of the Orthodox Church; and, the establishment of the Khanate of Kasimov. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: whether the base left to build on by rulers such as Dimitri I was of real quality; the extent to which external factors, such as the decline of the Golden Horde and the fall of Byzantium was more important than internal factors; the role of the two monarchs, Vasilii I with his work in pushing Timur away from Moscow and Vasilii II who established a direct succession, created a divinely backed autocracy, increased the states’ wealth and became the undisputed head of a ruling house; the support of the Church was also vital; and, by the end of Vasilii II’s reign, he was a tried and tested leader of a potential national movement against the Tatars. There are three factors to debate: the role of the Church, the role of the rulers and the role of external factors.</p>	30

Section 2: c.1461–c.1516

Question	Answer	Marks
6	<p>'Louis XI's reign was highly beneficial for France.' Discuss.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the ending of the 100 Years' War and improved relations with England after the Treaty of Picquigny in 1475; the acquisition of Picardy and Burgundy; tax reforms; curbs on noble power; mercantile expansion; the beginning of involvement in Italy; and, periodic disputes with Burgundy. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 –Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, weighing up the relevant and relative factors and approaches to arrive at a well-considered judgement. They should offer some reflection on what criteria for 'beneficial' can be judged against, and comment on whether one or both aspects were 'highly' beneficial or not, such as whether Louis exploited fully the opportunities wrought by peace (for example, in the development of roads) or whether decisions such as reforms to the army weakened France for the future. The consensus is that he was both prudent and cunning, and France was a much stronger unit at his death than when he inherited the throne. There are grounds for praise in both respects. It could be argued that he postponed problems at home rather than solved them, and involvement in Italy was to lead to later disasters such as Pavia.</p>	30

Question	Answer	Marks
7	<p>'Small in size, but great in influence.' Discuss with reference to any two Italian city states in this period.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to any two of several possible states: Florence, Venice and Milan, but also Bologna and Rome. They must consider two states, rather than exclusively focusing on one state and they should offer some differentiation between the specific 'influences' which came from individual states. The range of possible areas of influence is immense, and responses should have a wider focus than the arts. Possible areas to examine could include: banking; politics; constitutionalism; warfare; learning; poetry; art; commerce; architecture; administration; medicine; and, education. Candidates could also discuss individuals such as: Michelangelo, Raphael, Leonardo, Tintoretto, Bellini, the Lombardo family and even the Aldine Press. Some awareness of the actual geographical size of the two states chosen should be evident, but too much detail on that front is not expected. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: the nature and extent of the respective influence of the two city states chosen. The focus of the response should be on the actual influence in whatever fields chosen from the specific city states under discussion.</p>	30

Question	Answer	Marks
8	<p>'In this period, although the Ottoman Empire appeared strong, it had serious weaknesses.' Discuss.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the huge costs of its standing army; the weaknesses of other states, such as the Empire, Anatolia, Greece and Persia; its military and economic successes dependent on the prebendal or 'timar' system; the impact of devaluation and inflation; dependence on the skill of single leaders such as Mahomet II; and, the potential weakness that might come from extensive fiscal and administrative decentralisation and military devolution. Possible strengths might be seen as: great military skill backed by religious fervour; excellent management and administrative skills; brilliant military tactics; quality management of human resources; great population increase in both home and subject territories; the ability to adapt and innovate; and, the way in which they managed their subject peoples and added them to their overall strength. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: whether there were serious underlying weaknesses within the Empire, and whether the Empire's growth and success was dependent on the weakness of others. There was certainly more than an 'appearance' of strength, as its ability to expand and consolidate its holdings was impressive, and the Empire did last for a very long time. Also, it was not just its military skills and good generalship that led to its success, it also had the ability to hold on to its acquisitions and utilise them well. Success was obviously helped by: favourable demographic and economic conditions; and, the ability to make use of opportunities to expand as shown, for example, by the moves into Serbia, the Crimea and Anatolia. The current view is that while there were potential problems, such as the cost of the military, the sheer size of the growing empire, the dependence on military skill and the weaknesses of potential opponents, the weaknesses were not serious.</p>	30

Question	Answer	Marks
9	<p>‘A ruler of great ambitions, but without the ability to fulfil them.’ Assess this judgement on Maximilian I.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: his unifying Hapsburg rule – Spain, in particular; his work in the Low Countries; Hungary; Italy and Switzerland; Tyrol; the 1495 Reichstag; his legacy of debt; his securing of the Holy Roman Emperor title for Charles V; the war against the Ottoman Empire; his work in attempting to unify the Hapsburg historical territories; and, his management of both his Hapsburg lands and also the other parts of his Empire. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – There could be some debate on the nature and extent of his ambitions, or just a reference to having ‘great’ ones would also be acceptable. Discussion may centre on: the extension of Hapsburg power and influence; the way in which war and marriage further extended his power; Spain and the Low Countries being brought into the imperial fold; his success in Hungary, and in Tyrol with its important strategic value; and, the survival of his Empire (in parts) to 1918. On the other hand, discussion may concern: his ultimate failure in Italy; his lack of success in ensuring greater imperial control in Germany; his failure against the Turks – their advance was to continue; the failure to realise that his attitude towards Germany came at a cost – as Luther showed; and, the lack of unity in the historic Hapsburg territories. There is a case each way, and current thinking is that, given the circumstances, there were achievements.</p>	30

Question	Answer	Marks
10	<p>'Ferdinand and Isabella had made Spain into a great power by 1516.' How far do you agree?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the ending of the attempts by Portugal to take over; Toro and Alcacovas; effective joint leadership; the ending of anarchy in Castile; the Acts of Resumption; destruction of castles; huge gains in royal jurisdiction; financial recovery, the ending much corruption and gaining new sources of income; trade and commercial development; the defeat of the Moors; Granada, Navarre and Italy; religious unity and the Inquisition; the critical importance of the New World acquisitions and wealth; and, the laying of the basis for the domination of Europe by Charles V. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: exactly what the definition of a 'great power' might be; the extent to which Spain's rise might be at the expense of the weaknesses of others, such as France; the way in which two very diverse territories became an effective unit; the way in which royal income increased and was utilised; the expansion of Spain into the New World, as well as the other territorial gains in Europe; the military reforms and growth of both an army and a navy; and, the huge gains in royal jurisdiction over all of Spain. However, problems remained: there was still a considerable degree of localism and particularism; the way in which the New World income was utilised was not always wise; the use of the Mesta income led to other economic problems; and, the system was over dependent on good management from above.</p>	30

Section 3: c.1516–c.1559

Question	Answer	Marks
11	<p>'Its theological appeal was the main reason for the spread of Calvinism.' Discuss.</p> <p>AO1 – Candidates may refer to: the way in which the Church provided a good working model; it being sound on structure as well as content; its ability to develop a good relationship with civil authorities; the Ecclesiastical Ordinances; its utilising the experiences of Munster and Strasburg; its decision-making and disciplinary bodies; its social service provision; its effective evangelical message; its educational role; its effective writing and preaching; its appeal, especially regarding predestination; the support that it gained from men like Bullinger and Melanchthon; the Zurich Agreement; and, the weakness of the Catholic Church and its supporters in countries like Scotland.</p> <p>AO2 – Discussion may centre on: its ideology that was certainly vital and immensely appealing; the highly effective way in which its message was spread and taught, much had been learned from the experiences of Luther; the importance of its structure which could be easily adapted according to local circumstances and needs (in France, for example, where it gained around two million supporters by 1562, it was not just the proximity to Geneva and the ease of spreading the message, but factors like the Bible in France and the mass produced Psalter, which helped both the literate and the non-literate so effectively); in France, the weakness of the Catholic Church was also a key factor; a weak monarchy in France was also important, as shown by the 1562 Edict and the allowance of the Fortified Cities; and, in Scotland and the Low Countries, noble support proved vital, and whether Knox could have achieved much without their support is debateable. Clearly the message was essential, but there are plenty of other factors as well and credit should be given to those who consider areas where Calvinism did not spread to and why.</p>	30

Question	Answer	Marks
12	<p>How effectively did Charles V manage the challenge of Lutheranism in the Holy Roman Empire?</p> <p>AO1 – Candidates may refer to: Charles V’s support for Frederick the Wise; the safe conduct to Worms in 1521; his honouring of the safe conduct; princely pressure; a maverick Papacy and limited control over the German princes and cities; the huge range of his other problems such as the peasant revolts and the Teutonic Knights; the limited support in the Imperial Diet; his involvement in the Italian Wars; the Turkish threat; the sack of Rome; Augsburg in 1530; his support for Campeggio and not the humanitarian Valdes; his reaction to Protestant overtures leading to the Schmalkaldic League; his attitude towards dissent in the Low Countries in the 1520s; and, the lack of any support for reform of the Church itself.</p> <p>AO2 – Candidates should consider what ‘effective’ management might include, then their discussion may centre on: Charles V’s unwillingness to compromise; his lack of empathy for either the reformers or those who supported them; the actual likelihood of any force being capable of rolling back the tide of reform, given his huge range of other problems and the little support from either the papacy or his brother Ferdinand. On the other hand, it could be argued that he did as much as was possible and, there were areas, such as in Scandinavia, where he had little or no influence. There is also scope for debate on whether he lacked the means, rather than the ability to roll back Lutheranism, given the state of the Church and the politics of the early sixteenth century, as there were limits to what any ruler could do.</p>	30

Question	Answer	Marks
13	<p>To what extent were both France and its monarchy strengthened in the period 1515–1559?</p> <p>AO1 – Candidates may refer to: the reigns of both Francis I and Henry II, although their focus may be on the former; Francis I and Henry II's relationship with the nobility; relationship with the Bourbon; the Concordat; the rise of Roman Law principles; the growth of the Divine Right theory; the relationship with parlements, especially the provincial <i>parlements</i>; the impact of Pavia; the impact of the Madrid Treaty and Cambrai; the sale of offices; the role of religion; royal building and supporters of Renaissance ideas; the growing centralisation of administration, the Conseil du Roi and the Conseil des Affairs; and, that there was no meeting of the Estates General.</p> <p>AO2 – Discussion may centre on what is meant by 'strengthened' in relation to a monarchy and a country, and candidates should make a clear distinction between the two. They may also consider Pages' argument that Francis I was the 'first monarch to acquire absolute power. Francis' relationship with the nobility was critical and he had an amicable one overall, but he had to rely on the nobles as governors and generals, and there were evident inherent problems after 1559. While neither Francis I or Henry II faced the problems that Charles V had in Germany with Luther, there were almost two million Huguenots in France by the end of Henry's reign causing huge problems for the monarchy. Candidates could also discuss that the Concordat increased royal authority. There was both ecclesiastical and academic support for a monarchy with great authority. More tax was raised for the royal coffers, and while the sale of offices was profitable and was a good means of cementing allegiance from those lower down the social scale, it could have brought future problems. There was also improvement in the state bureaucracy in both in its structure and efficiency, but arguably still too much depended on having an active, male and competent ruler at the nation's helm. The disaster of Pavia was overcome and demonstrated France's remarkable powers of recovery. The monarchy was strengthened and was a more effective and powerful institution by the end of 1559, but some of its foundations were still insecure.</p>	30

Question	Answer	Marks
14	<p>‘A willingness to innovate was the principal reason for Ottoman success in the period 1520–1566.’ Discuss.</p> <p>AO1 – Candidates may refer to: their prebendal, or Timar system; the state’s ability to raise money for the army and navy; the budget surplus until c.1590; their excellent supply, or commissariat system for the armed forces; their willingness to learn from others, the ‘brain gain’; their acquisition of military technology from Venice, Spain and Austria; their excellent leadership at higher levels; their intelligent management of captured territories; their self-sufficiency in weaponry and ammunition; their effective centralised administration with sensible levels of delegation; their ability to co-opt local rulers into their system; how they integrated local elites into their system, especially in Eastern Europe; their effective management of migration; their military tactics and strategy; and, the divisions amongst many of their opponents.</p> <p>AO2 – Discussion may centre on which of the many factors which led to Ottoman expansion in this period were the most important and why: they certainly innovated, but they were also excellent at adapting to local conditions and simply copying where that suited their needs; the dynamism provided by the leadership was vital, but the quality of leadership lower down was also of critical importance; the way in which the loyalty and support of the captured regions was ensured meant that further expansion could happen with the interior secured; there was always a ready supply of cash, and the Ottomans were not faced with the sort of problem that led to Charles V’s troops sacking Rome; and, Habsburg-Valois rivalry and the growing religious divide in Europe meant there was difficulty in the ‘West’ in combatting Ottoman advance. Innovation was certainly important, particularly in their administration of the State and the management of captured territory, but it was only one factor amongst many.</p>	30

Question	Answer	Marks
15	<p>Discuss the view that the increase in royal power was the most important development in Sweden under Gustavus Vasa.</p> <p>AO1 – Candidates may refer to: the ending of the elective monarchy and the establishment of an hereditary monarchy – the House of Vasa; his administrative work and the ending of feudalism; the Reformation in Sweden; the ending of the Danish supremacy of the region; his producing three sons who lived; the ending of the Kalmar Union; the centralisation of royal power; the ‘Gustavus Vasa’ syndrome; the creation of Sweden as a state and creating a country with a national identity; his management of the nobility; the ‘German period’; and, the mix of force and propaganda used in imposing himself and his government on the people.</p> <p>AO2 – Discussion may centre on the development of royal power as being certainly important, but there were other important factors to consider: the longevity of his rule and the fact that he left a secure succession; the displacing of Denmark as the dominate force in the region; the arrival of Protestantism into Sweden and the way in which it was managed, boosting not only royal power but ensuring greater noble support for the Crown; and, the way in which royal power was developed, with centralisation and the sensible levels of delegation to localities.</p>	30

Section 4: c.1559–c.1610

Question	Answer	Marks
16	<p>‘Characterised by too many bad decisions.’ Discuss this view of the foreign policy of Phillip II of Spain.</p> <p>AO1 – Candidates may refer to: inheritance, both in terms of policies and territory, of Charles V; his lack of money; the threat of the Ottoman Empire, in Italy, the Eastern Mediterranean and North Africa; his defence of Malta; the Holy League, Lepanto and the Truce of 1580; his acquisition of Portugal; his interventions in France from 1557, Cateau-Cambrésis; his support of the Catholic Party to Vervins; his policy towards England – from his marriage with Mary Tudor, his attitude to Queen Elizabeth, through to the Armada and beyond; his policies towards the Low Countries; his interactions with overseas powers (responses should not concern domestic policies in Spanish lands); and, his relationship with the Papacy and the Austrian branch of the Habsburg family.</p> <p>AO2 – Discussion may centre on: what may or may not be seen as a bad decision in this context; his motivation for actually making those decisions, as some that may have been seen ultimately as bad for Spain, may well have been motivated by a desire to defend or advance the Catholic religion; as far as the Turks were concerned, there were good decisions made from the point of view of defending the ‘West’ against the advancing Ottoman Empire and Lepanto, and the Truce bears this out; the take-over of Portugal made a lot of sense, although perhaps it was not well followed through; the intervention in the French religious/civil wars gained little and lost a lot, and was as much a cause of bankruptcy as other involvements; arguably, his attitude towards England and his support for Mary, Queen of Scots, was a bad decision, particularly as England was a bad enemy to have if you wanted to control the Low Countries; the huge expense of the Armada, which had no gain whatever, was possibly the worst decision he made; his, often rather theoretical, support for Roman Catholicism was unproductive, with the Papacy frequently hostile to Spain and its pretensions. There is a case to argue both ways but, looked at from the perspective of what may be seen as purely Spanish interests, there were few gains.</p>	30

Question	Answer	Marks
17	<p>How important was religion to the civil war in France in the years 1559 to 1598?</p> <p>AO1 – Candidates may refer to: the Colloquy of Poissy; the massacre of Vassy of 1562; St Bartholomew's; the internal divisions between the moderates and hardliners on both sides and the 'Politiques'; noble faction fighting; the role and weaknesses of the monarchy; independent cities and local particularism; two million Huguenots; the self-assertion of the Guise, Montmorency, Bourbons and others; the financial weakness of the Crown and the socio-economic background, especially inflation; the failure of the Valois to produce a male heir; the role of the papacy and foreign powers; and, the role of the Catholic League after the murder of Guise and the stupidity of Alençon.</p> <p>AO2 – Discussion may centre on: the centrality of the religious divide to the ongoing and lengthy conflict; that from the beginnings at Vassy to the ending at Nantes, religion always played a key role, and the terms of Nantes show this; arguably, religion was a factor, possibly the key factor, but the whole situation was exacerbated by a huge range of others; the failure to find a compromise between the Huguenots and militant Catholicism was always critical to outbreaks and the continuation of the conflict; the argument that socio-economic factors were often important, and the incompetence of the Crown, especially in the case of Charles IX; the role of Marie as being often significant; and, the extent to which Philip II's vital intervention towards the end of the conflict was motivated just by religion, and the extent to which it was just another episode in the faction fighting between mighty subjects and their relationship with the monarchy. The religious issue was always there and there is limited consensus between historians as to its overall role.</p>	30

Question	Answer	Marks
18	<p>How important were military factors in explaining why the Revolt of the Netherlands lasted so long?</p> <p>AO1 – Candidates may refer to: other factors such as the dynamism of Calvinism; the arrogance of Alva and his arbitrary government; the hostility to the Tenth Penny and all aspects of Spanish rule; the antagonism aroused by the Inquisition; the role of the House of Orange; the immense sense of local patriotism; the wealth of the region; the Spanish lack of money; the sack of Antwerp and the Spanish army's pay mutiny; the way in which geographical features enabled Holland and Zeeland to protect themselves against Alva; Spain distracted elsewhere, over the Armada and in France; English and French support; generally, the incompetence of Spanish leadership; the tactics utilised by the Spanish and their opponents, it was not <i>tercio</i> country; and, Dutch naval strength.</p> <p>AO2 – Discussion may centre on: the extent to which military factors, both on land and sea, and by external forces such as the English and the French, as well as by the Spanish and Dutch, were responsible for the longevity of the Revolt; the suggestions that episodes like Leicester's actually achieved little, but helped to raise Dutch morale, and much the same could be said of Alençon; military factors were always important, but often it was indirect ones such as making Alva focus on an invasion of England and diverting huge resources towards the Armada, that could be seen as important; the ability of the Spanish to arouse antagonism, both in the rebellious provinces as well as in the more neutral and Catholic South was often a factor, as was the willingness of the Southern aristocracy to compromise; factors such as the Spanish monarchy's lack of cash and intransigence were also important, and affected straightforward military matters – an unpaid and hungry soldier, far from home, is not an ideal fighter.</p>	30

Question	Answer	Marks
19	<p>Was Henry IV of France an ‘absolute monarch’?</p> <p>AO1 – Candidates may refer to: the legacy of the long civil/religious wars; the need for conversion; the Edict of Nantes; the work of Sully – the need to gain popularity; the compromise with noble factions and paying off the nobility; the exile of Biron; the absence of the Estates General; the meeting of the Assembly of Notables; the growing centralisation of administration and finance under Sully; parlements; the Special Court against corruption; agents of central government being set to enforce Nantes and reform; and, the public works programmes and encouragement of colonies and commerce.</p> <p>AO2 – Discussion may centre on the extent to which Henry IV was able to rule France according to his wishes (there needs to be a definition of an ‘absolute’ monarch in this context); the consensus is that he made strides towards making the French monarchy a more autocratic institution, building up its status and authority after the reigns of his predecessors in the late sixteenth century, and started to pave the way for the monarchy of Louis XIV; an ‘absolute’ monarch would probably not have to change his religion, and he was able to achieve the Edict of Nantes more as a result of the exhaustion of others, than his innate authority; he took care not to offend both noble and local susceptibilities, and it is clear that much of the work of Sully was designed to restore support for royal government; and, the ‘chicken in every pot’ idea was perhaps not something that a genuine autocrat would worry about. He was fortunate in having enough money from traditional sources as when parlements upheld the tax privileges of the nobility and the clergy, he wisely felt that he had better not push the point. He utilised existing royal powers effectively, rather than developing new ones, and as a result was probably some way from being the ‘absolute’ ruler he may have wished to be.</p>	30

Question	Answer	Marks
20	<p>What best explains the political instability of the Baltic states in this period?</p> <p>AO1 – Candidates may refer to: the degree of economic and cultural backwardness; the establishment of Protestantism; economic decline; the arrival of Russia with its seizure of Narva; the collapse of the Teutonic Order in Livonia and the resulting conflicts; the gradual growth of Swedish power; new Kings in both Denmark and Sweden, Eric XIV and Christian III, both anxious to assert royal power; changed conditions in Poland and religious divisions there; open warfare between Sweden and Denmark; the occupation of Estonia; Eric XIV's failure and imprisonment by his nobility; the election of John III of Sweden, and the growth on internal conflict as a result; and, economic changes such as inflation and currency depreciation.</p> <p>AO2 – Discussion may centre on: the extent to which the Reformation process in the whole Baltic region caused major problems; it was not just Catholic versus Protestant but also Lutheran versus Calvinist; the amount of land and influence that the Church had held in all the Baltic region was huge and the transfer of ownership was bound to cause problems; there was the gradual shift from a barter economy to a more sophisticated one; the collapse of existing power structures in areas such as Livonia and Poland; the gradual growth of expansionist tendencies by the Swedes, both to the East and to the West was significant; and, there were 'new' monarchs, such as Eric XIV and Christian III of Denmark, who were anxious to raise their status and influence. While there was probably no one single factor which dominates, there should be a clear indication as to which was the most important factor, and why.</p>	30

Section 5: Themes c.1378–c.1610

Question	Answer	Marks
21	<p>How seriously was the Church in need of reform in the fifteenth century?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: different countries; the hierarchy and the lower clergy; the papacy; theology and structure; growing secularisation; the lessons of Hus and Wycliffe; individual popes such as Alexander VI; abuses; indulgences; relics; purgatory; nepotism; ecclesiastical wealth and tax exemptions; and, the successes of orders like the friars. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: whether it was the structure and leadership that was in greater need of change, or theology and practice; whether some countries, such as Spain, were less in need of change than others; whether the problems were profound and in need of radical change or could be managed with time and good leadership. They could consider cities like Copenhagen where one third of all property was owned by the Church and it paid no taxes, and in Mainz where 25 per cent of the male population were ‘non-productive’ clergy, and that such problems would not go away easily. They may also discuss whether the increasing secularisation of the Church, and its close relationship with the state was a major problem. Careful reflection on the ‘seriously’ part of the question is needed, and a debate on whether it was major surgery and medication that was needed, or a milder dose of medicine might suffice.</p>	30

Question	Answer	Marks
22	<p>Why were so many groups regarded as ‘outcasts’ in the fourteenth and fifteenth centuries?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: poverty and ignorance; disease and the absence of welfare; traditional antagonism to Jews; antagonism to Moslems; the need to explain and/or blame; the survival in many localities of popular beliefs and myths; the lack of education; poor quality clergy; the need for social uniformity and order; the need by ecclesiastical and secular authorities to impose order and control; the rise of the Inquisition; and, paranoia. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on: the extent to which it was created by a mix of ecclesiastical and secular authorities trying to assert control and prevent any dissent; a growing desire by the Church and the state for social uniformity and cohesion; the growing belief from intellectuals in the fifteenth century, especially in the Church, that witchcraft equalled evil, in contrast to the more tolerant approach of the fourteenth century where there was little evidence of much persecution; a growing fear of diabolism within the Church and in the upper reaches of society; and, the growth of the Inquisition, initially with its hostility to the Cathars and the Waldensians, which led to an increasing intolerance of any deviation.</p>	30

Question	Answer	Marks
23	<p>Assess the achievements of the Northern Renaissance.</p> <p>AO1 – Candidates may refer to: the range of developments which were unique to the North; the work of writers such as Erasmus, More, Rabelais, Ulrich von Hutten, Montaigne; secular dramatists such as Shakespeare; writing in the vernacular; new techniques such as realism; a changed focus by painters and writers on the common people; engravers; a changed emphasis in portraiture; painters such as Van Eyck, Rubens, Durer, Holbein, Bosch and Breughel; new architectural styles, ranging from Chambord and Fontainebleau to the Tudor style in England; music; and, scholarship.</p> <p>AO2 – Discussion may centre on: the extent to which the Northern Renaissance differed from the ‘Southern’ one; whether it had new and unique characteristics or was just derivative and a continuation; and, whether there were specific areas, such as literature which demonstrated greater ‘achievement’ than others. Candidates should give an overview of the whole topic, identifying the principal elements, and offer a clear assessment. They should also identify specific aspects and argue with valid reasons that they were greater achievements than others.</p>	30

Question	Answer	Marks
24	<p>'The age of the mercenary.' Discuss this view of <u>either</u> fifteenth-century <u>or</u> sixteenth-century warfare.</p> <p>AO1 – Candidates may refer to: the development of new weapons; the Turkish Janissaries; the Swiss; the German Landsknechte; Flemish mercenaries; Scots mercenaries; the use of foreign officers by the French, Dutch and Russian armies; some Scots, Swiss and German officers fought for as many as three different countries; the problems which arose after Marignano in 1515 and Mortego in 1531; and the use of mercenaries in the Italian Wars.</p> <p>AO2 – Discussion may centre on: whether there were other more important developments, such as the increased use of the gun and developments in fortifications; whether there was in fact a 'military revolution' in this period; the significant use in the Italian wars of mercenaries and the problems they generated there; their use in the wars against the Ottomans, especially by the Hungarians; the way in which city-states like Venice utilised them; the impact made on a variety of conflicts by the Swiss mercenaries, in particular; and, there was a gradual growth in standing armies, which although costly, made it clearer what the disadvantages of the mercenary was.</p>	30

Question	Answer	Marks
25	<p>To what extent do improvements in technology explain overseas expansion in this period?</p> <p>AO1 – Candidates may refer to: advances in technology, such as ship-building, caravels, navigation, mapping, sails, compasses, astrolabes, log lines; royal sponsorship such as that coming from Henry the Navigator of Portugal and Ferdinand and Isabella of Spain; the desire to find and exploit the wealth of the Indies; the differing motives of men like Columbus, Cabot and da Gama; the huge impact that men like da Gama made on his return from his second voyage with spices, gold, silver and assorted plunder; and, other factors such as commercial dominance and religious evangelism.</p> <p>AO2 – Discussion may centre on whether technical advances such as new ship designs and navigational aids were as important as the simple desire for wealth and power by individuals and rulers. Merchants and missionaries provided a lot of the stimulus, and it was thought that one of the reasons why Ferdinand and Isabella backed Columbus was that they could use the wealth gained to fund an attempt to recapture Jerusalem from the heretic. Columbus' inspiration came largely from his envy of the wealth of Genoa and Venice, and from reading about Ptolemy and Marco Polo. The drive for territory and status influenced rulers, as well as the desire to keep other nations out of a possible source of wealth. The focus should be on the extent to which new technology played a part in this expansion into the Americas and elsewhere. There should be an awareness of the developments, rather than a focus on what the driving forces were behind the desire to expand overseas.</p>	30

Question	Answer	Marks
26	<p>‘A mixed picture of growth and decline.’ Discuss this view of the European economy in the sixteenth century.</p> <p>AO1 – Candidates may refer to: demographic change; real wages; output per capita; changes in urbanisation; growth of trade and manufacturing; banking systems and capital accumulation; money lending and credit; inflation and the price of wheat; rents; mineral extraction; textiles production and the growth of cottage industries; shipbuilding; the impact of the New World and overseas markets; and, changes in agricultural practices.</p> <p>AO2 – Discussion may centre on the extent to which the quote gives an accurate overall picture, and current thinking is that it probably does. There was considerable demographic change; the population of France went up from around 16 million to around 18 million in the period, which was bound to stimulate demand and provide an increased labour force. There were areas of considerable economic growth, such as in the Low Countries and above all, Antwerp, but Seville is another good example. Trade and manufacturing grew in certain areas, especially in the North West, but also along parts of the Mediterranean seaboard, and areas such as banking, mining and textiles all showed growth, as did ship building. However, there were areas, such as agriculture, where there was little change or even decline, but whether the rise in rents and inflation, with the price of wheat in France going up by 650 per cent in the century is evidence of decline is arguable. On the whole, it is easier to find evidence of some ‘growth’, than it is of ‘decline’, but in many ways, it could be seen as a relatively static period.</p>	30

Section 6: c.1610–c.1660

Question	Answer	Marks
27	<p>How much continuity of both domestic and foreign policy was there between Richelieu and Mazarin?</p> <p>AO1 – Candidates may refer to: the terms of the Peace of Westphalia and the Treaty of the Pyrenees; policies towards Austria, France’s borders, Spain, Italy and the Low Countries; taxation and centralisation; policies towards the nobility and parlements; support for the growth of absolute power for the monarchy; religion in France, the Huguenots and the relationship with both Protestant and Catholic foreign powers; and, the patronage of arts and learning.</p> <p>AO2 – Discussion may centre on the extent to which Mazarin did little more than just carry on with both the domestic and foreign policies of his predecessor, or whether he imposed an essentially new direction on either or both. There are suggestions that Mazarin was just a stop-gap ‘second rater’ who had little to offer that was new. Historians such as Binney and Treasure argue that it was primarily a continuity in both areas. The terms of Westphalia and the Pyrenees (which could be argued as hardly the work of a ‘second-rater’) do achieve largely what Richelieu set out to do, and the status of the monarchy of Louis XIV at the time of Mazarin’s death would have given Richelieu much satisfaction. Both men wanted a strong nation state and an aggressive foreign policy, and utilised largely similar methods to attain it. Mazarin had been trained by Richelieu so it was not surprising that he followed those key policies where possible.</p>	30

Question	Answer	Marks
28	<p>‘A nation already in steep decline.’ Discuss this view of Spain on the death of Philip III in 1621.</p> <p>AO1 – Candidates may refer to: the size and nature of Spain’s empire, both in Europe and outside it; the resources within Spain; internal division, such as those between Castile and Aragon; the cash inflow from the New World; debt; the monarch and his successor; demographic decline; plague; inflation; the expulsion of the Moriscos; later military victories under the Cardinal Infanta; industrial decline; coinage manipulation; the Union of Arms; English and Dutch encroachments into the Empire; and, the weakening of the ties with Portugal.</p> <p>AO2 – Discussion may centre on: the extent to which the nation was in decline and whether it was ‘already in steep’ decline. While there is ample evidence of potential problems, ranging from the debt, demographic decline and the decline of industry in Granada and Seville, there is also ample evidence of Spain’s potential; for example, cash inflow was still substantial and there was a massive empire which could easily be better utilised. The Cardinal Infanta showed Spain to be a major military power before the catastrophe at Rocroi. There was recognition of the problems facing Spain and there was also awareness of potential solutions. It is suggested that while there was evidence of decline, there was no reason for it to be irreversible. It was not yet ‘steep’ and there is ample evidence of strength.</p>	30

Question	Answer	Marks
29	<p>Was the Thirty Years War a German, rather than a European, conflict?</p> <p>AO1 – A fair amount of tolerance needs to be shown when defining what is ‘Germany’ and what is ‘Europe’. Candidates may refer to: the Habsburg versus Wittelsbach clash; dynastic factors; religious antagonism and religious zeal; the role of the Counter-reformation, especially the Jesuit inspired Ferdinand II; Bohemian nationalism and Bavarian aggression; the Edict of Restitution; the ambitions of France and Sweden; the role of Spain; the role of the Low Countries; Denmark’s involvement; the sack of Magdeburg; and, the role of the mercenaries and Wallenstein.</p> <p>AO2 – Candidates could reflect on what their discussion should include to cover the description of ‘German’. They could have different views on what caused the initial conflict and what led to its continuation, and ideally they should consider both. Their discussion may centre on: the various dynastic conflicts, both within Germany and outside; the role of religion, both as a cause and a major factor in the longevity of the war; the significance of factors like the Edict of Restitution which pushed moderates away from supporting the Habsburgs and helped unite Lutheran and Calvinist in a common front; and, the very different motives which led countries like France, Spain, Denmark and Sweden to intervene. Candidates should offer a mature debate and with clear parameters.</p>	30

Question	Answer	Marks
30	<p>‘There were no winners, only losers.’ Discuss this view of the Treaty of Westphalia.</p> <p>AO1 – Candidates may refer to: Swiss independence; the Dutch freedom from Spain; individual German principalities; territorial gains and losses by France, Sweden, the Papacy; the Holy Roman Empire; Spain; the Roman Catholic Church; Lutheranism and Calvinism; princely status; the status of individual nations and how they were perceived; secularism; and, state sovereignty and religious toleration.</p> <p>AO2 – Discussion may centre on exactly what might constitute a ‘victory’ or a ‘loss’ in this context. There were nations who gained in status and territory, such as Prussia and Sweden, but whether the outlay in terms of money, material and men, quite justified the outlay is another issue. Consideration should not be confined just to territory. France, for example, gained Metz, Toul, Verdun and Pignerol, and started a process by which she was to dominate Europe. Sweden gained territory, money and status, but it could be argued that in the long term, through overextension, she might be considered a loser. Religious toleration, which could be seen as a benefit by some, was advanced. Possibly, Europe could be viewed as a winner in this context. Candidates should carefully consider the two terms, ‘winners’ and ‘losers’, rather than territorial gains and losses.</p>	30

Question	Answer	Marks
31	<p>Assess the importance of the House of Orange to Dutch economic success and political stability in the years c.1610–c.1650.</p> <p>AO1 – Candidates may refer to: religious unity; the threat of Spain; federalism and local autonomy; the economic strengths of the Low Countries, especially Holland; Maurice; Frederick Henry; William II; the States General and the Council of State; a dynamic merchant oligarchy; the Baltic and Mediterranean trades; the flexibility and dynamism of the system of government; the foreign policy ideas and military ability of Frederick Henry; and, the impact of events outside the Low Countries, such as the Thirty Years War and the decline of Spain.</p> <p>AO2 – Discussion may centre around whether the three ‘leaders’ helped or hindered Dutch stability and economic growth. There is a case for arguing that the incautious policy of Frederick Henry towards the South and Spain destabilised the region and proved very costly. Certainly, William II was a disaster in terms of foreign policy, lacked any judgement and weakened the republic; for example, the House of Orange had little to do with the vital peace at Munster. The consensus is that Stadtholders like Frederick Henry and Maurice, who was quite powerful as the execution of Oldenbarnevelt in 1619 showed, had their uses in times of emergency, but the Dutch could manage perfectly well without them and thrive. The system worked, it was highly flexible, and responded well to both popular needs and emergencies, after all it had developed well in the crisis years of the second part of the sixteenth century while at the same time becoming enormously wealthy.</p>	30

Section 7: c.1660–c.1715

Question	Answer	Marks
32	<p>‘Territorial expansion was his main legacy to Prussia.’ How persuasive is this judgement on Frederick William the Great Elector?</p> <p>AO1 – Candidates may refer to: his religious tolerance; the growth of his standing army and its support system; his military victories such as Fehrbellin; his territorial gains and losses; the terms of St-Germaine-en-Laye; his mercantilist programme with monopolies and tariffs; the welcome given to the Huguenots; his effective central administration; his new fiscal system, and his management of the Junkers; his emphasis on commerce; leaving a competent male heir; and, the tradition of pragmatic absolutism.</p> <p>AO2 – Discussion may centre on: whether territorial gains were more important to the development of Prussia than his legacy of sound economic progress. It would be fair to include much of his administrative innovation as ‘economic progress’ as the two were clearly interconnected, and neither would have been a great deal of use without the other. Arguably, it was his early territorial gains, binding together several fragments into the beginning of a coherent whole, that made economic progress feasible. However, it was the way in which he utilised the resources at his disposal, both of people and other factors, which enabled Prussia to rise and progress so much over the next two centuries. He was well aware of the vital importance of commerce as well as a healthy agricultural system, to a nation’s future.</p>	30

Question	Answer	Marks
33	<p>How great an impact did Louis XIV have on the way France was governed?</p> <p>AO1 – Candidates may refer to: the development of the idea of a divinely appointed monarch; the breaking of noble power; no ‘prime’ minister or rule by favourites; his domination and use of the Conseil d’en Haut; his monopoly of decision making; Estates-General (or lack of <i>parlements</i>); his domination of the army; the <i>intendants</i>; the attainment of a legislative and coercive monopoly; the building and use of Versailles; the gap between the monarch and the greatest magnates; and, his impact on culture, literature and the arts.</p> <p>AO2 – Discussion may centre on: the extent to which he just utilised existing theories and practices, and built on the legacy of Richelieu and Mazarin, or whether he was a radical innovator; and it was a real change of direction, or whether it was part of a process going back for many decades. He was unusual in that, unlike almost all of his predecessors, he had the intelligence, ability, commitment and charisma to make personal monarchy actually work. Attempting to reduce noble power or that of parlements was not new, he was just more successful at it. Other monarchs had also tried to maintain control over the Church in France and he was just more successful at doing that too, while at the same time trying to wipe out Protestantism. He attained a degree of social and political control which neither his successors or predecessors were able to attain, however hard they tried. He had a profound impact, not so much by bringing in radical changes, but by making brilliant use of the means at his disposal.</p>	30

Question	Answer	Marks
34	<p>Did Peter the Great transform Russia?</p> <p>AO1 – Candidates may refer to: becoming a European power as well as a Eurasian one; the modernisation of the diplomatic service; the ideas from the Grand Tour; the defeat of Sweden and the access to the Baltic; St. Petersburg; Poltava and Hango, and the terms of Nystad; the renewal of the service state; the advances into Poland and the Ottoman Empire; the standing army; the idea of a divine monarchy; the relationship between Church and State; the Senate and the Colleges; the Table of Ranks; dress and beards; education, the School of Maths and Navigation; and, the attempt to ‘modernise’ and bring in new ideas.</p> <p>AO2 – Discussion may centre on exactly what is meant by ‘transform’ in this context. The question does not ask about ‘modernisation’. In one sense, there were great changes, perhaps more in the way Russia was perceived by outsiders than by Russia. Some suggest that he was better suited to the task of transforming Russia, but not Russians. By his death, Russia was seen as a major European power. There were signs of change, such as the influx of foreigners and the building of St Petersburg. One suggestion was that ‘he tried to transform Russia, but left the country unchanged’ and even consolidated its non-European characteristics. He possibly renewed the Service State and did not undermine it. Arguably, the Table of Ranks just reinforced the position of the nobility in society and confirmed their close relationship with the monarchy. The relationship with the Church did start a process of change, but this was more at the ‘top’ and had limited impact on the thousands of small communities throughout Russia. Russia was little changed at the end and many of the changes did not survive the rapid turnover of his successors.</p>	30

Question	Answer	Marks
35	<p>‘An insignificant nation.’ Discuss this view of the Dutch Republic in the later seventeenth century.</p> <p>AO1 – Candidates may refer to: the size and profitability of the overseas empire; the connection with Britain after 1689; its wealth and paymaster role for the Grand Alliance; the Dutch contribution to the Allied armies in the Spanish Succession war; Dutch commerce did not start to decline seriously until the early eighteenth century; the debts accumulated fighting the French; the overall decline of the Baltic Trade; and, its complex political structure and its impact on government.</p> <p>AO2 – Discussion may centre on what the criteria might be for an ‘insignificant’ nation. The Dutch still had a formidable empire and a huge carrying trade. In 1661, 75 per cent of all ships going through the Sound into the Baltic were Dutch. Dutch soldiers formed the backbone of the Allied armies and it was Dutch money and credit that was crucial for the armies’ supply and pay in the wars against Louis; they held off the might of Louis XIV in 1672–1674. Arguably, it was the House of Orange, under William III, that led to the defeat of Louis and the formation of the Grand Alliance. On the other hand, it was a period of consolidation rather than growth, and other nations arguably ‘rose’ while the Dutch remained static. The period of real decline did not come until well into the eighteenth century when the Dutch became dependent on the rivalries between other powers and it was William’s move to England that kept the Dutch in the international ‘time-frame’. Their high tax/high wages policy was leading to costly goods and services, and other countries were undercutting them. By the end of the century, they were still quite significant, but not as significant as they had been. The link with England had perhaps kept them at the top table for longer than they would have otherwise been.</p>	30

Question	Answer	Marks
36	<p>What best explains why France lost the War of the Spanish Succession?</p> <p>AO1 – Candidates may refer to: the allies having the decisive military advantage; the quality of the respective high commands; the deaths of so many of Louis' able leaders, such as Turenne; the qualities and relationship between Eugene and Marlborough; Blenheim and the other defeats, including Malplaquet (the Pyrrhic victory); resources and the terrible winter of 1708-1709; the ousting of Marlborough and Godolphin, and the willingness of the Tories to settle.</p> <p>AO2 – Discussion may centre on: the extent to which it was French weaknesses as opposed to Allied strengths; the extent to which it was all about resources; the quality of generalship on both sides; the ability of the Allies to stand losses which the French could not, Blenheim cost the French 20 000 casualties and 14 000 prisoners, and there were limits to their ability to sustain this; it was Blenheim also which forced the French on to the defensive and ended the risk of a Franco-Bavarian alliance which might then team up with a revolt in Hungary and Transylvania, and weaken the Austrians; there was a limit to the number of times the French could be defeated in battle; and, ultimately Louis recognised that it had to end and he had to make do with both losses and gains. There is no one overriding factor, but what is looked for is a careful weighing up of various factors and a judgement as to which might be the most important, and why.</p>	30

Section 8: c.1715–c.1774

Question	Answer	Marks
37	<p>'Her desire for reform was not matched by her ability to bring it about.' Discuss this judgement on Maria Theresa.</p> <p>AO1 – Candidates may refer to: the obstacles in her way, ranging from her gender, her relationship with Joseph II and her precarious military and political situation; her lack of quality advisers, ministers and generals; the fragmented nature of her empire. However, there were several areas where reform clearly took place, such as: her easing of the burdens of serfdom; her reforms in rural areas changing the landlord/peasant relationship; her military reforms establishing training schools and rationalising the conscription process; her religious reforms (although, these were not always seen as reforms by some) altered the relationship between the Church and the State; her economic reforms included a fairer and more efficient system of taxation, and serious improvements in infrastructure; the creation of an internal market, and the customs union of the Danubian region; educational change which affected all legal reforms; starting the separation of administration and justice, the Civil Code; the centralisation and consolidation of royal power; and, making Vienna the cultural centre of the whole Empire.</p> <p>AO2 – Discussion may centre on the nature and extent of her domestic achievements. While there was no one major 'reform', except possibly in education, there was a real change in many areas of Austrian life, such as: the law to reduce the restive nature of the guilds; although a staunch Catholic, the Church was no longer allowed to play a major role in society; the administration of justice became significantly more efficient and much fairer for all; and, the system of taxation became increasingly progressive. She had broad aspirations and in many cases, considerable steps were taken towards implementing them.</p>	30

Question	Answer	Marks
38	<p>Had Prussia attained ‘great power’ status by 1786?</p> <p>AO1 – Candidates may refer to: the acquisition of a range of territories such as Silesia and the gradual ending of ‘fragmentation’; the excellent relationship between monarch and nobility; the good focus of the State on commerce and agriculture; the standing army; the series of military victories such as Mollwitz and Rossbach; the disaster at Kunersdorf; the sound coinage and banking system; the acquisition of West Prussia; and, how Prussia was viewed by others powers and as a player in ‘balance of power’ considerations.</p> <p>AO2 – Discussion may centre on exactly what ‘great power status’ consists of: whether it meets certain criteria in terms of size, population, army and economic strength for example, or whether that status depends on how other nations view a country. Certainly, Prussia grew in strength internally throughout the period with an effective state being developed to a high level, with a real focus on a strong economy and a powerful military. In terms of size, it was still growing, and it had not yet the territorial ‘might’ of countries like France. There were many great military victories, if that is seen as a criterion, such as the defeat of the French in 1757 at Rossbach followed by the defeat of the Austrians at Leathan in the same year, only to be followed by defeat by the Russians and Austrians in 1759. The alliance with Britain showed that Britain rated it as an ally, but the large subsidy paid by Pitt to Prussia might suggest that it had more of a client status than that of an equal ‘great power’. The consensus is that it had probably attained that status by 1786, not only in terms of internal development, but also in the way that other powers viewed it, although perhaps seen as a bit of a parvenu by the establishment.</p>	30

Question	Answer	Marks
39	<p>What best explains the rivalries between European powers from 1721 to 1763?</p> <p>AO1 – Candidates may refer to: the defence and acquisition of colonies by France, Spain, Holland and the UK; territorial acquisition in Europe and surrounding areas by Sweden, Prussia, Russia, Austria and the Ottoman Empire; Poland ; the decline of the Ottoman Empire; balance of power considerations; succession issues such as Poland and Austria; simple aggression such as by Frederick of Prussia and Silesia; commercial considerations; the growth of nationalism; traditional rivalries such as those between the British and the French, France and the Habsburgs, and Russia and Sweden.</p> <p>AO2 – Candidates should give a range of reasons for the various rivalries, which often led to conflict, and a judgment as to which might be the most important reasons and why. The focus should be on rivalries, rather than the causes of specific wars, although there will inevitably be some overlap between the two. There were several traditional rivalries, such as that between Sweden and Russia, and the French and the Habsburgs, which clearly played a part. However, new factors were emerging such as the needs of commerce and the wish to expand or create colonial empires. Other factors such as mercantilism and a growing sense of nationalism, as well as balance of power considerations, were replacing religion as causes of rivalry.</p>	30

Question	Answer	Marks
40	<p data-bbox="316 248 1082 282">How well ruled was Russia in the period 1725 to 1762?</p> <p data-bbox="316 315 1310 551">AO1 – Candidates may refer to: the six different rulers in the period; the age of the coup and plot; the role of the Palace Guard; the complex legacy of Peter the Great; the varying roles of favourites, the Monarch’s advisory Council and the Senate, Synod and Colleges; foreign policy throughout the period; Catherine I and Menshikov and the Council; the limitations of Peter II; the era of Anna; Elizabeth between 1741 and 1762; domestic and foreign policy under Elizabeth.</p> <p data-bbox="316 584 1310 1155">AO2 – There could initially be some reflection on what the criteria might be for a ‘well ruled’ country in this context. Discussion may centre on the way in which power fluctuated between the visible state, such as the Senate and the Colleges, the principal advisory Council, the monarchs themselves and their favourites and lovers. There is a good case for arguing that it was not well ruled, especially in the period to 1740, when much of the innovative work of Peter the Great was dismantled or just neglected. The favourites of Anna and her ‘German’ rule saw the loss of territory, costly and disastrous wars, and a growth in noble power and influence. However, matters do change under Elizabeth. On the one hand, she was known as ‘lazy, extravagant and the most amorous of sovereigns but, on the other hand: there were some quality ministers like Bestuzhev; the end of much of the faction fighting at court; a very successful foreign policy; and, the return of the Senate and the first signs of enlightened rule. Some of the better aspects of Peter the Great’s rule returned and she was both popular and humanitarian. Therefore, there was an interesting mixture of good and bad rule.</p>	30

Question	Answer	Marks
41	<p>'The reign of Louis XV demonstrates all too clearly that absolute rule equals ineffective rule.' Discuss.</p> <p>AO1 – Candidates may refer to: the work of Fleury; the degree of recovery after Louis XIV; the era of peace and comparative prosperity; the management of parliaments and Jansenists; the balancing of the budget; the suppression of the Gallicans and Jansenists; roads and canals; diplomacy and war, the Polish succession and the Treaty of Vienna; the administration of the Conseil d'en Haut; the cost of the monarchy; later budget deficits; rule by mistress; the later work of Choiseul; the disaster of the Seven Years War; and, the lack of determination to push through reform or change.</p> <p>AO2 – Discussion may centre on: the extent to which the image of court intrigues and rule by mistress was present Some have argued that his rule 'reduced the sacred nature of the monarchy', but that does not necessarily mean that it was ineffective. There is evidence of competent government both in domestic affairs and in war and diplomacy. Perhaps too much depended on the competency of ministers and their standing at court. There was an awareness that the regime needed to change, but a real lack of determination on the part of the King to push it through. Too much depended on the energy and understanding of an individual, personal preference, and a lack of a system of checks and balances too often led to failure.</p>	30

Section 9: c.1774–1815

Question	Answer	Marks
42	<p>‘Characterised only by limited reform.’ Discuss this view of the domestic policies of Catherine the Great.</p> <p>AO1 – Candidates may refer to the expansion of serfdom; administrative reform, both of central and local government; the patron of the arts; the Commission; the 1775 Statute for the Administration of the Provinces; Charter of the Nobility; the Charter for towns; the Statute for National Education; the reaction to Pugachev; the development of industry and the promotion of trade; the 1767 Law Code Commission; her genuine attempt to create effective local government; the creation of a sound Civil Service; and, the influence of Enlightenment ideas.</p> <p>AO2 – Discussion may centre on whether the initial hypothesis is valid or not. Arguably the intentions were radical, though the outcomes were limited. The Charter of Nobility could be seen as a genuine reform in one sense, as it produced a viable local government system in Russia, but the downside was that it further entrenched serfdom. There was much noise about the changes in education, but the actual number who benefited was tiny. There was too little ‘state’ in existence to ensure that fine ideas from the centre actually happened in the vast outlying regions of Russia. The ideas behind the Law Code Commission were very fine, particularly with the elected representatives of various classes, but ultimately there was little or no movement towards the rule of law. There was a realisation towards the end of the reign that little could be achieved until a viable centralised state could be created with the means to bring about real change.</p>	30

Question	Answer	Marks
43	<p>What best explains the outbreak of the revolutionary crisis in France in 1789?</p> <p>AO1 – Candidates may refer to: the state of royal finances; debt and inequality; Enlightenment ideas; the Crown’s absolutist ideas; administrative incompetence; a growing population and evidence of an urban and rural crisis developing in 1788; Calonne’s failures; the meeting of the Assembly of Notables in 1787; the work of Brienne; the Dutch crisis of 1787; the tax crisis of 1788; the price of bread; the exceptionally hard winter of 1788–1789; the degree of press freedom encouraging a national debate; the breakdown of order in many localities in the spring of 1789; a vacillating King and a divided group of ministers; and, the decision to call the Estates-General.</p> <p>AO2 – Discussion may centre on: the extent to which royal incompetence in the preceding years outweighs the long term failings of the Ancien Regime; confidence in the monarchy had totally evaporated; there were also huge underlying social and economic problems, magnified by specific conditions such as the dreadful winter of 1788–1789 and the very high price of bread; there was a general air of crisis and the government had totally lost control of public opinion; the influence of Enlightenment ideas and the experience of assisting the development of a democracy in America; and, the inability of much of the nobility and the higher clergy to accept reality was matched only by that of the Court. Candidates should consider a range of factors, and make a judgement as to which were the most important and why.</p>	30

Question	Answer	Marks
44	<p>Why was there no successful counter-revolution in France in the period 1789–1799?</p> <p>AO1 – Candidates may refer to: the leadership of the King; divisions within the nobility and clergy; the Terror; the impact of war; the popularity of some of the revolutionary changes; the work of the Directory; divisions within the opponents of the Revolution; the role of foreign countries, such as Austria, Prussia and England; the interest of the Great Powers in weakening France more than helping counter-revolution; the ability of Hoche; local particularism; and, the fundamentally different socio-economic backgrounds of the various opponents.</p> <p>AO2 – Discussion may centre on the reason for no successful counter-revolution being due more to the failure of the counter-revolutionaries themselves, rather than measures taken by the revolutionaries to keep their gains and develop them. There never seemed to be a valid alternative provided, especially after the execution of the King and the death of the heir. There was a lack of any consensus between the various royalist groups, principally the ‘constitutional’ versus the ‘pure’ and, even then, there were huge variations in different regions. The military success of the revolutionary armies was also a factor as was the growing competence of the revolutionary governments after the Terror, and regions, such as Artois and Provence, which were sympathetic to the royalist cause simply could not work together. Even in exile, petty court factions continued with personality mattering a great deal more than any principle. When successful in elections, such as those of 1795, there was an immediate split between those who wanted a return to 1791 and those who wanted to return to 1785. Lack of leadership and lack of agreement on too many fundamentals, together with erratic foreign support, seem to be the main reasons.</p>	30

Question	Answer	Marks
45	<p>‘Crude and aggressive, nothing more.’ Discuss this view of Napoleon’s ambitions after 1804.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the legacy of Austerlitz; the Continental System; Tilsit; Spain, Joseph and the Peninsular War; Austria 1809; the invasion of Russia; the post Leipzig struggle; Napoleon’s rule in the occupied countries, Germany and Italy in particular; the impact of the Code Napoleon; and, the reasons for continuing aggression after his massive achievement by 1808. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Discussion may centre on the nature of his motivation; he always found it difficult to explain, when challenged about his intentions. Contemporaries like Stendhal referred to his ‘amazing abilities and dangerous ambitions’ and Lefebvre mentions the ‘several personalities beneath the uniform’. To some, it was ‘the pursuit of glory for himself and France; Schroeder argues that ‘the foreign policy of Napoleon was a criminal activity’. There were times when he insisted he was pacific, when the evidence clearly points to him planning another war at the same time. Arguably, he was obsessed with power after 1804, having a mix of self-promotion and glory-seeking ambition. The victories of Austerlitz and Jena may have heightened his sense of self-grandiosity leaving him even more certain of his destiny and invincibility. The only possible defence might be the implication of and intention to leave as a legacy the Code, but that cannot be seen as justification for invasion in the first place.</p>	30

Question	Answer	Marks
46	<p>‘A cautious and inconsistent reformer.’ Assess this view of Alexander I of Russia.</p> <p>AO1 – Candidates may refer to: the minor social reforms of the early years; promises of reform for the constitution and serfdom; the Private Committee; work on the State Council in 1810; education controls; military settlements; the replacement of Speransky by Arakcheyev; legal codification; the torture ban; the Constitution for Poland; censorship’s new Ministries 1802; the Jews; new universities; the Bible Society; the Holy Alliance; and, the focus on the Rule of Law.</p> <p>AO2 – Discussion may centre on both the ‘cautious’ and the ‘inconsistent’ aspects of the question. The suggestion is that he was liberal in rhetoric and absolutist in practice, and never emancipated himself from his autocratic background. The minute Arakcheyev arrived there was no sign of any real change. He could hardly be called ‘cautious’ initially as there were clear mentions of major constitutional changes, as well as social ones with changes suggested for serfdom. While there were indications elsewhere that he might support radical change – the Private Committee, the Codification of the Law and the Constitution for Poland – it was clear that by 1818, a mix of internal and external factors had pushed him (or, perhaps, led him happily back to) firm conservatism. While there was a relaxation in censorship in the early years, it stopped by 1820. The Codification of the Law which was set up with great publicity in 1801 was never completed and no changes were implemented. Even if he intended to be a reformer, with very few exceptions, he failed. Those reforms that he did make possibly might be viewed as ‘inconsistent’ in that they aroused false hopes of change, and therefore inspired further dissent.</p>	30

Section 10: Themes c.1610–c.1800

Question	Answer	Marks
47	<p>Assess the view that ‘the key developments in science in the seventeenth century all lay in mathematics’.</p> <p>AO1 –Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the mathematical system of the universe developed by Newton; Newton’s ‘Principia’; the experimental methods and work of Descartes and Bacon; the creation of the Royal Society; the work of Galileo and Copernicus; Galileo’s great work being a mixture of experiment, observation and maths; ‘ the laws of nature are mathematical’ – Galileo; Galileo anticipated a systematic mathematical interpretation of the world; Pascal, Leibniz and Hooke, with the work certainly of the first two being heavily dependent on maths; William Gilbert, a Baconian, where his work on electricity and magnetism was dependent on both experimentation and maths; Harvey and medicine was less dependent, as was possibly the work of Boyle in separating chemistry from alchemy; and, the work of Snellius and Huygens in optics was very dependent on maths. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, that weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Discussion may centre on the extent that maths was essential for all the major developments, or was just one factors amongst others. There is a strong case ‘for’, although the work of men like Harvey and Boyle might suggest that there is a case against.</p>	30

Question	Answer	Marks
48	<p>How great an impact did the French have on warfare and the organisation of war in <u>either</u> the seventeenth <u>or</u> the eighteenth century?</p> <p><i>Seventeenth century</i></p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the seventeenth century ‘military revolution’; Vauban and fortification; the decision to abandon the pike; the Cadet Companies for training under Louis XIV; the growing use of the flintlock in the French armies; the defeat of the tercio at Rocroi; many of Gustavus Adolphus’s successful tactics using infantry and artillery were copied from the French; Turenne’s supply systems; manoeuvring his enemy in the Bavarian campaign into devastated territory; the brilliance of Louvois and Le Tellier developing a good system of billeting and supply for large armies; the growth of a professional meritocracy under Louvois; the use of cuirassiers; the raising and keeping of a large army (around 350 000 in the Nine Years’ War); not using mercenaries and developing the royal regiments of carefully raised, trained and supplied men; experimenting with units – the company and the brigade – still used today; and proper and sensible uniforms, grain magazines, supply convoys and mobile ovens. There was limited impact on the navy. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p><i>Eighteenth century</i></p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: the rising contender in the field of warfare, the Prussians; new tactics such as the ‘oblique order’; emphasis on training and drilling, the management of large bodies of men under fire or on the move; explosive filled artillery shells and the development of the use of the bayonet; the development of the use of horse drawn artillery, usually light artillery, to use against infantry in the course of the battle. France: the creation of the division, with its own infantry, cavalry and artillery, which remained in use; further developments in tactics, skirmishers, columns, mixing infantry with dragoons, high mobility, centralisation of command and intelligent use of reserves; the work of Gritauval in the 1760s; and, the development of light artillery to use in infantry support, over 50 per cent of enemy casualties were caused by the new light, mobile, guns. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p>	30

Question	Answer	Marks
48	AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, that weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Discussion may centre on the huge impact that the French had in terms of land warfare; they were great innovators and most copied them. The French became the country to beat and it took a very Grand Alliance in the end to finish off the armies of Louis XIV. The French remained the dominant influence, as they had the most to gain and the most to lose in terms of land warfare. During the eighteenth century, there is evidence that the Prussians were beginning to develop their own methodology and techniques, as well as their own technology, but overall the French had the greatest influence.	

Question	Answer	Marks
49	<p>How great a divide was there between absolutist theory and practice in <u>either</u> the seventeenth <u>or</u> the eighteenth century?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: ‘Oriental’ absolutism; Prussian absolutism; enlightened absolutism; Hobbes; Bossuet; France under Louis XIV; Louis XV and XVI; the Habsburg monarchy in either century; Prussian rulers such as the Great Elector and Frederick the Great; Russian rulers such as Peter the Great and Catherine. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, that weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Discussion may centre around exactly what an ‘absolutist theory’ suggested. While Hobbes might suggest few limits, writers like Bossuet suggested that monarchs could be subject to the laws of God and also that there are constitutional laws in empires which have to be obeyed by all. Arguably, Louis XIV was the closest you could get to an ‘absolute’ monarch, but even then there were things which he would not have succeeded in doing. The Prussian monarchs came close in terms of a monopoly of law-making, but they took care not to cross the Junkers or the Diets. The Habsburgs had limits, especially coming from the Bohemian, Moravian and Silesian magnates. Much depended on the depth of local particularism and the need for an able administration to carry out the wishes of an absolute monarch. The need to have money was also vital for an aspiring absolutist.</p>	30

Question	Answer	Marks
50	<p data-bbox="316 248 1257 315">Should the eighteenth century be seen as a period of revolutionary cultural and intellectual development?</p> <p data-bbox="316 349 1318 651">AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: musicians such as Bach, Haydn and Mozart; the growth of universities throughout Europe; the scientific revolution; thinkers and writers such as Montesquieu, Hume, Voltaire, Schiller, Kant, Rousseau, Adam Smith, Leibniz, Berkeley and Vico; Neoclassical painting and architecture; scientists ranging from Newton to Priestley and Lavoisier; and, the great technical innovations in manufacturing. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p data-bbox="316 685 1318 1122">AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, that weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Discussion may centre around: precisely what is meant by ‘revolutionary’ in this context; the fact that religious intolerance remained – heretics and witches were still being burned in the eighteenth century; and, that this intellectual ferment only affected very few. On the other hand, it was the range of development that was impressive, from music to the social and natural sciences, and the growth of Erastian ideas and the decline of religious influence was significant. There is no need to make any clear separation between what was a ‘cultural’ as opposed to an ‘intellectual’ development, but ideally both areas should be considered.</p>	30

Question	Answer	Marks
51	<p>To what extent and why did the pattern of overseas trade in continental Europe change in the eighteenth century?</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. When dealing with the ‘extent’ part of the question, they may refer to internal commerce which in France, expanded by 500 per cent between 1715 and 1789 and, in Europe, as a whole, by around 400 per cent. Continental European trade in Western Europe increased by around 1000 per cent between 1715 and 1789. French and Dutch re-exports into Western Europe were up by 800 per cent in the period. All statistics show a massive increase in trade and commerce and in the actual patterns. Candidates should offer reasons for the change in extent and why they changed, such as: the massive growth of the triangular trade from Europe to West Africa – slaves to the West Indies and the USA – returning with sugar, timber, furs, etc.; the growth of mercantilist ideas with changes as a result of the new Physiocrat ideas towards the end of the century; the link, in the eyes of governments, between national wealth and status; new goods in demand such as coffee, sugar, tobacco, timber and cotton; Europe becoming increasingly a supplier of goods to the rest of the world and an importer from outside; colonial populations exploding so demand went up hugely for European manufactured goods; the growth of empire and the results of wars like the Seven Years War; and, state encouragement of manufacturing such as textiles in Prussia and mining in France. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, that weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Discussion may centre on: whether the actual patterns changed significantly and, if so, the principal reasons for the changes. The consensus at present seems to be that there was a profound change in the actual pattern as well as in the extent, and the reasons for those changes lay partly with the growth of empire and partly because of major demographic change. There are many other factors to consider; for example, the reasons for the huge growth in the export of foodstuffs and wine from France. No set view is required. Attempts to deal with historiography and differing historical interpretations may enhance responses but are not required. Overall, a sense of context and change will help to produce a convincing judgement.</p>	30

Question	Answer	Marks
52	<p>Assess the causes and consequences of population growth in the eighteenth century.</p> <p>AO1 – Candidates should present a response to the question which displays accurate and relevant historical knowledge. They may refer to: examples of actual growth such as France going from around 19m in 1700 to around 28m in 1800, and Prussia from around 2m to around 9.5m in the same period; the fall in infant mortality; the decline in killers like plague and famine; smallpox vaccination; domestic hygiene improvement; agricultural changes providing more food; the breaking of the cycle of economic surplus-population growth-overpopulation-famine; marriage reducing; and, the role of the state in dealing with famine increased. Candidates could describe the following consequences: the increase in life expectancy; surplus labour in both rural and urban areas leading to emigration and larger armies; the growth in demand for all types of manufactured goods; labour available for industrialisation, and therefore causing greater urbanisation; and, the growth of a middle class. Analysis and evaluation are required, not a simple and descriptive run through of various factors. They may define terms.</p> <p>AO2 – Candidates should demonstrate an understanding and awareness of the historical concepts, and present a clear, focused and analytical explanation, that weighs up the relevant and relative factors and approaches to arrive at a well-considered judgement. Discussion may centre on the rise in fertility and the mortality drop (the focus seems to be shifting away from the importance of the agricultural revolution). There is no widely accepted explanation yet of why the cycles of surplus–famine seemed to end. The principal consequences were a growth in the amount of labour available for factories, armies and emigration, and the massive growth in demand for everything from guns to clothing, which led to industrialisation and large-scale urbanisation and created a whole range of different demands.</p>	30