

Markscheme

May 2015

History route 1

Higher level and standard level

Paper 2

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The following bands provide a précis of the full markbands for Paper 2 published in the History guide on pages 71–74. They are intended to assist marking but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

16–20:	Answers are clearly structured and focused, have full awareness of the demands of the question, and, if appropriate, may challenge it. Detailed specific knowledge is used as evidence to support assertions and arguments. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively.
13–15:	Answers are clearly focused on the demands of the question. Specific knowledge is applied as evidence, and analysis or critical commentary are used appropriately to produce a specific argument. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented.
10–12:	Answers indicate that the question is understood but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context and understanding of historical processes, such as comparison and contrast are present. There may be awareness of different approaches and interpretations but they are not based on relevant historical knowledge. There is a clear attempt at a structured approach.
8–9:	The demands of the question are generally understood. Historical knowledge is present but is not fully or accurately detailed. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. There is an attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
6–7:	Answers indicate some understanding of the question but historical knowledge is limited in quality and quantity. Historical context may be present as will understanding of historical processes but underdeveloped. The question is only partially addressed.
4–5:	There is little understanding of the question. Historical details are present but are mainly inaccurate and/or of marginal relevance. Historical context or processes are barely understood and there is minimal focus on the task.
1–3:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There are no more than vague, unsupported assertions.
0:	Answers not meeting the requirements of descriptors should be awarded no marks.

Examiners and moderators are reminded of the need to apply the markbands that provide the **“best fit”** to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (eg, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: ie, responses that offer good coverage of some of the criteria should be rewarded accordingly.

Topic 1 Dynasties and rulers

1. Examine the reasons for the emergence of **one** of the following empires: Umayyad; Abbasid; Carolingian; Angevin.

Candidates should choose one empire and provide a clear analysis of the reasons for its emergence.

The factors leading to the emergence of the chosen empire may include: the influence of a powerful military leader who was successful in seizing power through conquest, victory in civil wars or the overthrow of the previously existing government; an alliance of several groups based on ethnicity, religion or political interests who wished to establish a new regime; the support of influential groups such as religious leaders; territory and power acquired through marriage and/or diplomacy; the weakness and/or unpopularity of opponents; the skill of the ruler as an administrator and political leader. In addition the desire of the population for a strong government to provide protection and a stable environment for economic development could also be considered.

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2. Evaluate the success of **one** female ruler of a medieval European state.

Candidates must choose **one** female ruler only. Popular choices will be Matilda (1102–1167), Eleanor of Aquitaine (1137–1204), Blanche of Castile (Regent of France 1226–1234).

Candidates should assess the success of the ruler by determining how successful she was at developing and implementing policies, maintaining her authority, continuing the power of her family and/or dynasty and overcoming the challenges (internal and external) that she faced.

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3. Examine the factors that led to the formation of Christian **or** Islamic states prior to 1000.

The factors that led to the creation of Christian or Islamic states in either medieval Europe or the Islamic world may include: the ambitions and talents of individual rulers to control larger territories to increase their power and wealth; the conquest of territories that made the creation of administration essential in order to retain and exploit the territories; the need to develop stronger military institutions to defend against invasion; the need to collect taxes and other funds to support the government led to bureaucratisation in order to keep records of taxation and spending; better communication made larger political units possible; the growth of literacy increased the number of individuals who could act as bureaucrats and/or judges. The model of previous large states such as the Roman Empire and the example of the Byzantines encouraged some rulers to try to control large areas.

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4. With reference to **one** medieval European **or** Muslim ruler, discuss the importance of law and administration to the maintenance and expansion of their authority.

Candidates must choose **one** ruler and analyse both the legal and administrative methods they used to maintain and expand their authority.

There are many rulers from whom to choose and popular choices are likely to be Henry II, Charlemagne, Louis VI, Phillip II and William I as well as 'Abd al-Malik, Harun al-Rashid and Mu'awiya.

The methods by which laws were used to maintain and increase the authority of rulers may include: establishing royal law codes to replace all previous codes especially local and traditional laws; establishing a system of royal courts and judges to replace all local or traditional authorities; adopting and supporting law codes based on religion, which supported the power of the ruler. These methods increased central authority by making the ruler the source of all laws in the minds of the population and eliminated the use and credibility of local and traditional laws. Royal courts and judges replaced local officials and power holders as the source of legal judgement thus increasing royal authority; courts were also a source of revenue to rulers through the collection of fines and this revenue served to increase royal power. All inhabitants of the state were expected to obey the laws and failure to do so allowed the ruler to punish them regardless of social class.

The methods by which administration was used to maintain and increase royal authority may include: establishment of royal bureaucracies of trained officials loyal to the monarch; establishment of written records of land holdings and tax obligations. The ways in which these methods maintained and increased royal power included: more efficient tax collection, which raised royal revenues and allowed the creation of military power and more government offices; records of landholdings and wealth that ensured that the monarch could collect the full amount of taxes owing; government officials travelled throughout the state and reported to the monarch about how well laws and regulations were being followed; bureaucrats were loyal to the monarch and would report any individual or group who sought to defy regulations or the monarch's authority.

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5. “William I (1066–1087) was more successful in establishing his power than Louis VI (1108–1137).”
To what extent do you agree with this statement?

Candidates will have to state clearly their position and support it with relevant content, and the topics that they can examine in order to reach a judgment may include: each ruler's ability to suppress and eliminate powerful rivals; their ability to suppress any internal uprisings; their ability to control and limit the power of the nobility; their ability to enforce law and other administrative policies throughout the territory; their ability to exercise control over the entire country with respect to domestic or foreign powers; their ability to maintain a relationship with and control the activities of the Church; their financial position with respect to their ability to collect taxes throughout the country.

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6. To what extent was **either** Mu'awiya (661–680) **or** al-Mu'izz (953–975) a successful ruler?

Candidates must choose only **one** of these individuals and assess their success as rulers.

Mu'awiya (661–680)

The reasons for which Mu'awiya may be considered a success include: he ended the first *fitna* and restored stability and unity to the Islamic world; he established the Umayyad Caliphate, which established a new form of government that was based on a non-tribal bureaucracy; government was modernized and adopted a conventional form similar to the Byzantine and Persian administrations; he introduced a way to end struggles over the succession by creating a dynastic principle of succession to his eldest son. Mu'awiya also moved the capital to Damascus, which was a better location from which to administer the Islamic world. Under his leadership the Islamic world expanded across North Africa to Morocco.

The less successful aspects of his reign include: his discrimination against non-Arabs was unpopular with many groups in the Caliphate and was a source of opposition and resistance; his replacement of tribal leaders with bureaucrats was a source of opposition from those displaced; his adoption of a dynastic succession alienated those who felt that the leader should be the most worthy individual; his new government was secular and alienated the religious leaders who felt that he was straying from Islam. Mu'awiya failed to reconcile the Shi'ites and another civil war broke out immediately after his death.

Al-Mu'izz (953–975)

Al-Mu'izz is regarded as one of the most successful of Fatimid leaders. He oversaw the move of the Fatimid capital to Egypt and founded the city of Cairo in 969. Under him the Fatimids became a large Mediterranean empire reaching across North Africa and Sicily. Their trade and commerce in the Mediterranean expanded substantially during his reign. Al Mu'izz continued the practice of toleration of other faiths that was the norm in the Fatimid Empire. He employed many Coptic Christians in his administration at very high levels. In addition he was celebrated for his military, governmental and financial reforms, which were designed to ensure peace and prosperity. He supported commercial interests by expanding the Fatimid fleets that carried goods across the Mediterranean and Red Seas and the Indian Ocean.

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Topic 2 Society and economy

7. Examine the importance of the development of money and exchange systems in medieval Europe.

An examination of the importance of the development of money and exchange systems may include reference to: the added ease that those systems brought to both local and long-distance trade, which encouraged its growth; coinage, which made the collection of taxes easier and in turn increased the power of central governments; money and exchange systems, which aided the development of banking and facilitated the provision of loans to governments, businessmen and merchants and enabled them to expand their operations. Money systems ended payment in kind and encouraged the development of commercial agriculture, thus ending feudalism. The merchant and banking class was strengthened as were the towns where they had their operations. Many early bankers and currency exchangers were Jewish and resentment against them increased as a result. This led to a number of persecutions and expulsions by governments often because they were in debt to them. The development of money and currency exchange systems modernized the feudal economy, ended feudalism and expanded trade and industry.

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8. Evaluate the non-economic contributions to society of religious communities in **either** medieval Europe **or** the Islamic world.

An evaluation of the non-economic contributions of religious communities may include reference to: their position as centres of education that had schools and libraries that were available to the public; their considerable charitable work in providing for the sick, orphans, the destitute and others who needed physical or spiritual support; their being sources of spiritual teaching and guidance that conducted religious services for the community; their being gathering places for the community and that organized festivals and celebrations were often religious in nature but also provided recreation and enjoyment to members of the community; that they were important sources of communication for news and events from both the community and the wider world. Their interest in art, architecture and other cultural matters aided in the development of the arts and provided places for the public to experience, for example, high quality examples of art. Their devotion and self-sacrifice were designed to be an inspiration to the wider community and set an example of piety and behaviour that society should try to emulate.

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9. Evaluate the effect of the rise of towns on the social status of the nobility in medieval Europe.

The impact of the creation of towns on the social status of the nobility was varied and responses may include reference to: towns produced new social classes that were not part of the feudal structure; wealthy townspeople became rivals for land and wealth with the nobles, their control of trade and finance gave them an advantage over the nobles in economic matters and this weakened the social standing of many nobles who found themselves in debt to merchants; towns provided employment and security for runaway serfs, which undermined the nobles' control of their estates. The nobles' need to raise money to pay debts and to meet growing consumption caused them to end the feudal system and replace it with commercial agriculture. Their social status suffered as a result. The nobles were replaced by the townspeople in royal bureaucracies and courts as rulers found them more loyal and efficient. This seriously damaged the influence of the nobility. Towns were dynamic and progressive organizations that challenged the traditional social and political structure that the nobles had originally dominated, thus weakening their prestige and influence.

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10. Examine the reasons for the success of trade in the Islamic world.

The reasons for the success of trade in the Islamic world were varied and responses may include reference to: a tradition of trading over great distances that pre-dated Islam and was maintained after its arrival; the respect given to merchants in the Islamic world; the expansion of the Islamic world expanded the opportunities for trade; good transportation and communication systems were maintained by the Abbasid Caliphate and even its rivals such as the Fatimids; the expansion of sea-borne trade in the Mediterranean Sea and the Indian Ocean facilitated trade over great distances; the military superiority of the Islamic world provided security for merchants; the important role of cities required trade and commerce over long distances to provide for their needs.

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11. Examine the significance of religious places of worship, religious festivals and shrines in **either** medieval Europe **or** the Islamic world.

The significance of places of worship, religious festivals and shrines was considerable and may encompass a wide range of factors including, for example, their economic and social impact. As such, economic factors may include: the extensive employment they provided for those in the construction trade who built, for example, churches, mosques and shrines; their facilitation of numerous service industries such as catering, hostels, sellers of clothing and religious articles, which grew up around these places to serve the needs of pilgrims and celebrants. In addition these places often led to urban growth and inspired numerous merchants and manufacturers to settle there or to develop businesses servicing these centres. The offerings and donations of pilgrims and others were a major source of wealth to the individual church, shrine or holy place.

The social role of these places may also be referenced and factors linked to this could include: their encouragement of travel out of one's own territory thus increasing knowledge and communication for ordinary people; they brought together people from many different areas of countries or territories; in the case of festivals they provided recreation and enjoyment to the population who may not have had any other form of that. The pilgrimages inspired the spiritual nature of the population and increased religious devotion for many.

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12. “The manorial system was created because of the economic weakness of medieval Europe.” To what extent do you agree with this statement?

Candidates need to examine the reasons for the creation of the manorial system and assess the extent to which it was designed to meet economic needs as opposed to social, political and military reasons.

The reasons that economic weakness may be seen as a cause of the manorial system may include: the collapse of long-distance trade and transportation systems made self-sufficiency a necessity for survival – this was something the manor was designed to do; the poverty and landlessness of many individuals caused them to surrender their freedom in exchange for employment and sustenance; the lack of reliable currency and banking systems made economies poor and forced citizens to be self-sufficient.

Other factors that might explain the rise of the manorial system may include: it was a continuation of the Roman *latifundia* with serfs replacing slaves; it was constructed by monarchs who needed knights and could only pay them in land to which peasants were tied to support the military; many peasants who sought security surrendered their freedom to powerful lords who offered to protect them in exchange for labour.

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Topic 3 Wars and warfare

13. With reference to **one** war in medieval Europe **or** the Islamic world, examine its effects and results.

Candidates must select **one** war and assess the effects that it had on the participants and beyond where relevant. Popular choices will be: the Anglo-French Wars 1154 to 1223; the *Ridda* Wars; the First and Second *fitan*; the Hundred Years War; the Mongol invasions; any one of the Crusades; the Ottoman conquest of Constantinople.

Candidates should not limit themselves to political effects such as the conquest of territory or the overthrow of rulers but consider a wider range of consequences. These might include economic effects, demographics, religion, cultural and intellectual changes. The number and nature of the effects will depend on the war selected but should demonstrate an understanding that wars have effects in a number of areas not merely political, territorial or dynastic.

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14. “The First and Second *fitnas* (656–661 and 683–685) were not caused by religious factors.” To what extent do you agree with this statement?

Candidates must produce an analytical essay that demonstrates how far they agree with the statement that the *fitnas* (*fitan*) were not caused by religious issues.

The First *fitna*

The non-religious factors for the First *fitna* may focus on: the assassination of the caliph Uthman ibn Affan, which provoked a rebellion against his successor Ali ibn Abi Talib. Uthman had been assassinated as the result of a dispute over government appointments and the division of the spoils of war amongst soldiers and leading families. The rebels opposed Ali for his failure to punish the murderers of Uthman who were Ali’s supporters. The war was a struggle for power between the supporters of Ali and the supporters of Mu’awiya. It can also be seen as a struggle between two clans for control of the Islamic world and the wealth and power that it had acquired.

There were, however, religious reasons for the First *fitna*, and these may include: Ali’s familial relationship to Muhammad caused some to believe that he was the rightful caliph and as such they opposed all other candidates to the point of eventually creating a major division in Islam.

The Second *fitna*

The non-religious causes of the Second *fitna* were a dispute over the succession to Mu’awiya. He had decided that his son should succeed him but Islamic traditionalists rejected this dynastic model and sought to make al-Husayn, a son of Ali, the caliph. This then led to conflict between those who favoured the new dynastic state model and those who preferred the more traditional model of Islamic government and the choosing of successors.

The religious element may be discerned from the fact that the supporters of al-Husayn had formed a separate religious group after the death of Ali and wished to promote their view of who should rule.

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15. To what extent was Muslim weakness the principal reason for the success of the First Crusade?

Candidates must analyse the reasons for the success of the First Crusade and the extent to which Muslim weakness was an important factor. They may choose to see it as of little importance but they must address it in the response.

The reasons that Muslim weakness may be seen as a cause of the success of the First Crusade may include: the Abbasid Caliphate was weakened by the Seljuk invasions; the Fatimid Empire divided and caused conflict in the Middle East; the Middle East had divided into many small states that were in conflict with each other; there was no inspirational leader to unite Muslims and create an effective response; some Muslim leaders allied with the Crusaders for personal advantage. Muslims may also not have understood the extent of the threat that the Crusaders presented to the Muslim world.

The other reasons for the success of the First Crusade may include: the military skill of the Crusaders; the assistance of the Byzantine Empire; the religious enthusiasm that allowed them to endure and overcome hardship and the logistical support of the Italian cities.

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16. To what extent were booty and territory the major reasons for the Muslim wars of conquest?

Candidates must address what they perceive to be the principal reasons for the Muslim wars of conquest from the seventh century onwards.

The arguments in support of the quotation may include: the tribes of the Arabian Peninsula had engaged in war for many years to obtain land and wealth; the wars of conquest extended that tradition and attracted great support by those who saw an opportunity to achieve the riches of the Byzantine and Persian Empires; the weakness of their opponents encouraged their enthusiasm for the wars. The ambitions of individual leaders for glory and power would also be associated with this motivation. Rivalries between tribes encouraged them to join in the pursuit of booty as a means of improving their power relative to other tribes. Powerful individuals may have been seeking additional territory and influence and used these wars as a means to achieve that.

The other motives for the conquests may include: genuine religious zeal and a desire to spread the new doctrines and convert others to it; the missionary aspect of Islam would be a powerful incentive. In addition, individuals may have seen war as a means to achieve personal salvation through faithful service and even death in the name of the faith.

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17. With reference to **either** the Hundred Years War in the period 1337 to 1396 **or** the Anglo-French wars in the period 1154 to 1204, examine the results for both England **and** France.

Candidates must choose **one** war and discuss the results for **both** England and France.

The results of the Anglo-French wars in the period 1154 to 1204 may include:

England

The wars extended English territory in France and reduced the power and influence of the French monarchy. The acquisition of large amounts of territory by the Angevin family led to rebellions within the family and civil war between Henry and his sons. Richard I, was able to maintain Angevin possession in France by constant warfare but this proved to be a heavy economic burden on England and on English territories in France. The determination of the French monarchy to recover territory in France created a constant state of war between the two nations. England was not able to defend the territory due to the poor judgment of King John and this led to a weakened economy as England lost territory and had to pay high taxes for war. This created a restless nobility who saw their possessions reduced and made the king unpopular.

France

The wars proved very damaging to France during the reign of Louis VII. France lost territory and prestige through defeats by Henry II. French resistance was inspired by the internal quarrels within the Angevin family and French monarchs took advantage of these to increase their influence. France suffered considerable destruction as all the wars were fought in France. The determination to eliminate the Angevin presence encouraged Phillip II to strengthen the French government and monarchy in order to better counter the Angevin presence. The ultimate result of the war was the recovery of large amounts of territory by Phillip II, the increased power and prestige of the French monarchy and the elimination of the Angevin family as rivals.

The results of the Hundred Years War in the period 1337 to 1396 may include:

England

English victories gave England control of large areas of France. The prestige and power of English armies was at a peak as was the reputation of Edward III. Many English nobles were enriched by the acquisition of land and the ransoming of hostages. English merchants had new access to markets for wine and wool and prospered accordingly. English national pride reached new heights and recovered from the loss of prestige in the previous century. The continuation of the war became expensive and failed to yield results after 1370. This divided the country between peace and war policies and caused opposition to raised taxes to support armed expeditions.

The increase in taxes caused by the war contributed to the Peasants' Revolt in 1381. The disputes between Richard II and the nobility over the prosecution of the war raised tensions and contributed to his deposition.

France

There was enormous loss of life amongst the nobility and widespread destruction of the French countryside by armies and the Free Companies that operated after the war. The King of France was captured at Poitiers, which was an enormous blow to both French prestige and government. The French kingdom was reduced in size and lost valuable economic assets. The losses in battle allowed a weakening of central control that allowed the aristocracy and local interests to regain power lost under previous monarchs. Local rebellions and uprisings became common as government control weakened or as the population protested about the failure of government to protect them. France was disunited and weaker than before the war. The destruction and losses encouraged the French government to attempt to recover its power and they made some progress in this area by 1396, recovering territory and preventing further defeats.

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18. Evaluate the impact of the changes in weapons and tactics on the conduct of warfare in the medieval period.

The changes in weapons that influenced warfare may include: the development of the mounted, armoured knight that made cavalry a determining factor; the development of missile weapons such as the crossbow and longbow, which increased the power of infantry. The expansion and strength of castles made siege warfare a key element of medieval warfare and assisted in the development of artillery such as cannon, which allowed castles to be destroyed more easily.

Tactics in medieval warfare changed from offensive to defensive. Cavalry and the mounted knight made offensive warfare most important at the outset. The development of castles, missile weapons and artillery made defensive tactics more important and forced a change in tactics to adjust for the new weapons.

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Topic 4 Intellectual, cultural and artistic developments

19. Discuss both the reasons for, and the results of, increased literacy in medieval Europe.

The reasons for increased literacy in Europe may include: increasing numbers of schools and universities resulting from increased wealth and the interest in scholarship of the 12th century renaissance; the spread of vernacular languages, which made learning to read and write somewhat simpler; the availability of a wider range of literature made reading for pleasure and interest more attractive; the need for increased literacy by merchants, administrators, nobles and craftsmen.

The results of increased literacy was a vast increase in all aspects of the book industry from bookshops and copyists to producers of parchment and paper. Knowledge spread more quickly to the secular population as some were able to read classical texts arriving from Spain, histories and travel accounts in the vernacular and the new encyclopedias that contained scientific knowledge as well as philosophy. Increased literacy was a challenge to the Church as it lost its monopoly on education and the dissemination of knowledge. Readers became more aware of secular subjects and alternate ways of thinking. Greater literacy saw the replacement of clerics by educated lay people in government.

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20. Evaluate the reasons for, and the results of, the golden age in the Islamic world.

The reasons for the golden age may include: the respect for scholarship in Islam; the creation of a large, unified empire that allowed information and knowledge to flow from a vast variety of cultures – for example India, Persia and China; the discovery and preservation by Muslim forces of large numbers of Greek and Roman texts that could be studied; the creation of paper made writing and publishing books much easier; more schools were created, which increased interest in learning; the support of caliphs such as Harun al-Rashid gave support and prestige to intellectual endeavours; the tolerant religious policies of the Islamic world allowed non-Muslim scholars to bring their ideas and knowledge to enrich the process.

The results of the golden age were a vast expansion of knowledge in science, mathematics, astronomy and medicine. An enormous number of discoveries were made in these fields during the golden age; the Islamic Empire became the leading intellectual centre of the world. Famous scholars such as Ibn Rushd were part of this period. The Islamic golden age created the knowledge and the texts that were disseminated to Europe and played a valuable part in the emergence of the European renaissance of the 12th and 15th centuries. Knowledge was both preserved and created through the synthesis of material from eastern and western sources. New intellectual approaches such as the scientific method were developed as well as new ideas in philosophy, logic and literary criticism and analysis.

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21. Examine the significance of the development of vernacular writing in medieval Europe.

The significance of the development of vernacular literature may include: vernacular literature such as the *chanson de geste* and the poems of courtly love played a considerable role in supporting and popularizing medieval ideals of courage and heroism that could be understood by the entire population; the ideals, morals and ethics of chivalric culture were supported by poems of courtly love and fables that gave moral instruction. The tales of heroism that were popular in vernacular literature may have served to inspire Crusaders and others who were engaged in difficult struggles.

The growth of vernacular literature helped to expand literacy and communication by producing books in ordinary languages as spoken by the populace that could be read or listened to and the information absorbed. The expansion of vernacular literature raised the status of native languages and began to develop national consciousness as languages became more formalized and distinct from the universal Latin. The demand for vernacular literature produced more writers, poets and chroniclers and a great demand for books that helped expand the publishing industry and the creation of libraries.

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22. To what extent was the 12th-century renaissance caused by the influx of classical ideas from the Islamic world?

Candidates must analyse the causes of the 12th-century renaissance with an emphasis on the significance of the influx of classical ideas and knowledge from the Islamic world. Candidates may choose to see classical ideas as being of little relevance but they must address them in their response and explain the importance they feel they may have had.

The reasons that the influx of classical knowledge from the Islamic world may be seen as a cause of the 12th-century renaissance may include: large amounts of classical knowledge in science, mathematics, medicine, geography and astronomy entered Europe and encouraged increased interest in and study of these subjects; the scholars that had gone to Spain to study classical knowledge became an intellectual class who could spread their influence upon their return to Europe; the influx of classical philosophy such as Aristotle and Plato challenged medieval belief systems and the intellectual monopoly of the Church. The influx of, for example, books and pamphlets from the libraries of the Muslim world expanded the available supply of materials for study and debate and this led to the production of more texts and encouraged increased literacy.

The other reasons for the 12th-century renaissance may include: the rise in wealth in medieval Europe led to the aforementioned increased literacy and produced a demand for more education that in turn led to the foundation of universities as centres of new ideas and knowledge; the Italian cities revived the study of Roman texts that had survived from the fall of the empire particularly in law and medicine and these inspired further study. Church reform and debates within the Church on matters of faith produced a new emphasis on logic and analysis of doctrines and scriptures that inspired new ideas and concepts. Many secular individuals were now educated as opposed to the monopoly held by the Church and they began to take an interest in the study of matters not religious in nature; increased curiosity had been the result of exposure to the wider world through the Crusades for example.

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23. “Religion was the primary influence on artistic works.” With reference to **either** the medieval European **or** Islamic world, to what extent do you agree with this statement?

Religion in both the medieval European and Islamic worlds was the paramount influence on artistic works. Religion dictated both the subject matter and the style of artistic works in both faiths. In addition religious institutions were major employers of artists in the period and thus controlled the nature of artistic works. Places of worship were amongst the main areas where works of art were displayed to the public.

Candidates should illustrate their response in light of the previous statement by using specific examples of how the religion that they have chosen to discuss influenced the subject matter, style, technique and display of artistic works.

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24. Evaluate the intellectual and cultural influences of the great mosques in the Islamic world.

The influences of the great mosques may include:

Intellectual

Mosques may have been centres of study, debate and discussion amongst scholars and individuals. Many mosques had schools attached or associated with them and played an important role in the Islamic education of clerics, judges and scholars.

Cultural

Mosques were often the centre of a community not only for religious devotion but for communication and news, charity and as a place of meeting for its members who may be distinguished by tribe or occupation, particularly in cities. Mosques were important cultural beacons and the buildings themselves were influenced by a range of architectural schools. In addition, the decoration of those buildings, with their intricate geometric and calligraphic decoration, were a reflection of the artistic achievements of Islam. Large mosques, such as the Aqsa Mosque also demonstrated the power and influence of.

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Topic 5 Religion and the state

25. To what extent did clerics play an important role in the administration of government in medieval Europe or the Islamic world?

Candidates will need to consider the role played by clerics in the administration of government in their chosen area. Factors that may be analysed may include the fact that they were literate, which enabled them to manage correspondence, keep records, and develop laws and proclamations for the ruler. This expanded the ability of central governments to control and monitor their subjects. As members of the clergy they created a link between the ruler and the religious authorities that could expand the prestige and authority of the ruler with the population. Their communication skills and the networks of which they were a part were also valuable to the ruler in promoting and communicating his policies to the public. Using clergy in the administration maintained the alliance with the Church that rulers also found useful for financial reasons. As members of the clergy they were given greater respect than lay persons, which was an advantage when they held positions of responsibility and were responsible for proclaiming and enforcing policies.

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26. To what extent was Gregory VII (1073–1085) successful in expanding the power of the Papacy?

This question requires that candidates assess the extent to which Gregory VII was able to expand the power and/or influence of the Papacy. Candidates should not produce a narrative of the Investiture Crisis but should examine the impact of Gregory's actions on the power and influence of the Papacy.

Gregory's expansion of papal power occurred in two areas: the administration of the Church and the relationship of the Papacy and lay rulers.

In terms of Church administration he was a zealous reformer who expanded the reform programme begun earlier. He denounced clerical marriage, simony and other forms of corruption amongst the clergy. He made considerable progress and the movement of reform was continued by other Popes after him.

In his *Dictatus Papae* he asserted the power of the Papacy over all Christians with authority to supervise and correct their behaviour. He was superior to all lay rulers and was entitled to remove them if they were disobedient, sinful or unjust. In addition he forbade lay investiture of bishops in an attempt to defend the independence of the Church.

The result of Gregory's actions can be seen as an expansion of papal authority over the Church where he exerted absolute control and was zealous in reform. Furthermore his conflict with Henry IV extended papal claims of authority and laid the basis for his successors to continue the process of asserting power over lay rulers and the right to depose them. Innocent III was an outstanding example of papal power in this fashion.

The argument that Gregory had limited success in the expansion of papal authority may include the fact that, despite his authority, Henry IV attacked Rome and drove him out. Lay investiture was not forbidden but only modified during the Imperial Diet at Worms in 1122. Powerful rulers were able to ignore the Papacy if they chose to do so. The movement for Church reform faltered and fell back into corrupt practices within a brief period of time. Gregory's efforts were very strong but not universally supported and without his force of character they faltered as they did not enjoy support in all parts of Europe or the Church.

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27. To what extent was the Sunni/Shia divide the result of non-religious factors?

The Sunni/Shia divide is often seen as a doctrinal dispute with respect to who was entitled to lead the Islamic community. Candidates may wish to challenge the question by asserting that the divide was one largely of religious doctrine and there was little or no secular component. They may do so but must explain why they feel that the secular component was of little or no importance.

The reasons that the Sunni/Shia divide may be seen as the result of non-religious factors may include: disputes over the succession to large territories meant that division and rivalry could be based on a desire for power and wealth rather than religion; the identification of certain tribes or groups with either Shia or Sunni beliefs could make the division one of ethnicity and tradition rather than doctrine; the rise of the Sunnis under the Seljuks and Ottomans as military and political leaders and their determination to eliminate rivals for territory and power such as the Fatimids and the Safavids may have increased the non-religious motives for the division and made it more extensive.

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28. Examine the reasons for the rise and fall of **one** opposition movement in **either** medieval Europe **or** the Islamic world.

The reasons for the rise of opposition movements may include: discontent with behaviour and practices of religious leaders; the rise of individuals who gathered support for opposition movements; disputes about the leadership of the religion that led to challenges to that authority; economic and social change that provoked challenges to established institutions including religion; secular leaders may have encouraged movements of religious opposition to increase their power in relation to the Church hierarchy; discontent amongst the populace with the degree of Church control and exploitation of the economy, property or intellectual and cultural activities.

The reasons for the fall of opposition movements may include: they failed to attract a powerful following and thus could have been suppressed by the Church; the Church reformed certain practices to recover the loyalty of dissidents; secular authorities joined the Church in suppressing opposition as they may have felt threatened by the discontent; the leader of the opposition movement was removed and the movement suffered as a result.

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29. To what extent was European anti-Semitism based on economic factors?

Candidates may choose to challenge the question and provide alternative explanations but they must address the economic issue in their response.

As the Jews had been banned from many professions they were only able to concentrate in the banking and money-lending areas. This was a source of tension that was exacerbated by Christians not being permitted to engage in usury. As bankers and money-lenders the Jews were resented by many individuals from kings, nobles and merchants to ordinary workers. Many of these people such as Phillip IV of France used prejudice against Jews to avoid paying them what was owed. Their international connections in banking and trade brought resentment from competitors who sought ways to cripple the Jewish businesses by use of discriminatory laws. The image of the Jew as a grasping moneylender formed the basis for stereotypes that could be used to increase prejudice against them. The lack of legal protection for Jews also made it easy for borrowers to refuse to pay debts and so borrowers were anxious that anti-Jewish laws and prejudices should be supported or expanded.

The other factors that may have contributed to anti-Semitism include the Jews' condemnation by the Church as the killers of Jesus, their distinctive dress and customs that set them apart and made them objects of suspicion as well as general ignorance about their beliefs and customs. Stories that they kidnapped and murdered Christian children or that they were responsible for the spread of disease created further enmity and prejudice. They were often segregated in towns or forced to wear distinctive clothing that further added to their outcast status and led to fear and discrimination. The increase in the number of Jews in Europe after 1000 brought more people into contact with them and led to increased friction. The Crusading spirit that sought to eliminate heretics and infidels created a popular hysteria that led to much violence against the Jews.

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30. “The persecution of heretics in medieval Europe was as much to do with politics and economics as it was to do with religion.” Discuss.

Candidates will have to assess a variety of reasons for the persecution of heretics in medieval Europe and decide to what degree they believe that the motives were religious or not. Candidates must demonstrate a knowledge of both religious and non-religious motives and be able to use them to construct an effective argument.

The religious motives for the persecution of heretics may include: they offended clerics by promoting other beliefs; they were accused of spreading false doctrines that would confuse the populace or encourage ignorance or previous primitive practices; they would put the salvation of the populace at risk if they followed the heretical doctrines; their teachings were not based on any scripture or revealed truths but on the personal views of a few individuals; their presence in a Christian society was offensive to God.

The non-religious motives may include: heretics might challenge Church authority in many areas including the ownership of property and the right to collect taxes; heretics would destroy the monopoly of the Church over the spiritual life of the population, which would limit their financial and political power; heretics might expose corrupt and criminal practices in the Church that might lead to unrest and violence against the clergy and Papacy. Secular governments might use the criticisms of heretics to limit the authority of the Church, seize its property or limit its privileges; heretics might threaten the influence of the Church in intellectual and cultural matters in schools and universities. In general heresy would lead to social unrest and this would be a threat to a wealthy, privileged institution such as the Church.

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