



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

History

Route 1

Higher level and Standard level

Specimen papers 1, 2 and 3

For first examinations in 2010

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History higher level paper 3 — Aspects of the history of medieval Europe and the Islamic world specimen markscheme



**HISTORY
ROUTE 1
HIGHER LEVEL AND STANDARD LEVEL
PAPER 1**

SPECIMEN PAPER

1 hour

SOURCE BOOKLET

SOURCE BOOKLET – INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- This booklet contains all of the sources required for Paper 1.
 - Section A page 2
 - Section B page 4

Sources in this booklet have been edited: word additions or explanations are shown in square brackets []; substantive deletions of text are indicated by ellipses ... ; minor changes are not indicated.

SECTION A

Prescribed Subject 1 The origins and rise of Islam c500–661

These sources relate to the development of Islamic rule under the early caliphs.

SOURCE A *Extract from **Islamic History: A Framework for Inquiry** by R Stephen Humphreys, London, 1995.*

The sources that we have from this period – for example, documents, archaeology, and Christian writings – are problematic because they are fragmentary or else they represent very specific or even eccentric perspectives. An adequate and convincing reconstruction of Islam’s first century from these materials alone is simply not possible. That leaves us with the Muslim Arabic literary sources. If our goal is to comprehend the way in which Muslims of the late eighth and ninth centuries CE understood the origins of their society, then we are very well off indeed. But if our aim is to find out “what really happened” – to develop reliably documented answers to modern questions about the earliest decades of Islamic society – then we are in trouble.

SOURCE B *Extract from **A Survey of Islamic History** by B G Weiss and A H Green, Cairo, 1990.*

Among the factors contributing to “state-consciousness” was the awareness, following the first waves of conquest, that a great empire had fallen and another had retreated from much of its territory, and that the Arabs had filled this vacuum. The Arabs were quick to regard their commonwealth as a greater empire than those which it had replaced. The Arabs, as Muslims, had entered into the mainstream of world history, and they knew it. In the course of the conquests, the Arabs became increasingly aware that they were different from their new subjects and, in time, a system of society emerged which served to preserve this distinctiveness. The system embraced two units which were, in theory, interrelated: it comprised of an Arab aristocracy on the one hand, and a non-Arab subject population on the other hand. The Arabs were viewed as a military caste maintained by the taxes of the subject population. Both parties were viewed as religious groups who lived in accordance with the will of God as expressed in religious scriptures.

SOURCE C *Extract from A History of the Arab Peoples by A Hourani, London, 1991.*

As the conquered area expanded, the way in which it was ruled had to change. The conquerors exercised their authority from armed camps where the Arabian soldiers were placed. Being centres of power, these camps attracted immigrants from Arabia and the conquered lands. The camps grew into cities with a governor’s palace, a place of public assembly, and a mosque at the centre. Power was in the hands of the new ruling group: some of its members were Companions of the Prophet (early and devoted followers), but a large element came from Meccan families and, as the conquests continued, others came from the leading families of Bedouin nomad tribes. The Caliph Umar created a system of payments and pensions for those who had fought in the cause of Islam, regulated according to date of conversion and length of service. This reinforced the cohesion of the ruling elite, or at least their separation from those they ruled. Between the newly wealthy members of the elite and the poorer people, there were signs of tension from early times.

SOURCE D *Extract from A History of Islamic Societies by I Lapidus, Cambridge, 2002.*

At the very beginning of the Islamic era, the Arab-Muslim elite assumed that they would form a dual society in which the conquerors would constitute an aristocracy and the conquered peoples a subject population: the former Muslim, the latter not. Thus, the early Muslim regime was not only tolerant of the non-Muslim populations, but actually helped reorganize Christian churches which resumed their roles in the educational, judicial, and even political administration of the Christian population: Christian scribes served in the administration of both Iraq and Egypt. For the sake of political inclusiveness and effective administration, the empire collaborated with non-Muslim elites, permitted them partial access to power, and protected them against disruptive social and economic changes.

SOURCE E *Pictures of seventh century Muslim Coins, taken from The Cambridge Illustrated History of the Islamic World by P Crone, Cambridge, 1996.*



Left: early seventh-century Muslim coin depicting the Sasanian Persian Emperor Khusraw II (d.628) and a Zoroastrian fire-temple on the reverse. **Right:** later seventh century Muslim coinage with the Arabic *shahāda* (testimony of faith) and a verse from the *Qur’ān*.

Sources in this booklet have been edited: word additions or explanations are shown in square brackets []; substantive deletions of text are indicated by ellipses ... ; minor changes are not indicated.

SECTION B

Prescribed Subject 2 The kingdom of Sicily 1130–1302

These sources relate to the struggle for control of the kingdom of Sicily

SOURCE A *Extract from **Roger II of Sicily, A Ruler Between West and East** by Hubert Houben, Germany, 1997.*

Tancred of Lecce – an illegitimate son of Duke Roger, Roger II’s eldest son who died young – was elected as king ... This action was unlawful, for the Kingdom of Sicily was not an elective monarchy, rather the king had the right to designate [choose] his own successor – something which up to then had always been the case, and a right which the Papacy had recognized, the last time as recently as 1188. Assemblies of nobles served merely to ratify decisions which had already been taken. There had simply been no case up to then of female succession. ...

To avoid any possible difficulties which might arise, William II had arranged for the great men of the kingdom to confirm on oath his designation [choice] of Constance as the heir, should he die without children, during an assembly held at Troia in 1185. Hence, legal right undoubtedly rested with her. ...

Tancred had proved himself in the service of William II, was commander of the fleet and “viceroy” for the mainland, the latter with the title of “Great Constable and Master Justiciar of the whole of Apulia”.

SOURCE B *Extract from “Norman Sicily in the Twelfth Century” by Graham Loud, taken from **The New Cambridge Medieval History IV**, Cambridge, 1999.*

Tancred was crowned king on 18 January 1190, a move which had the covert [secret] support of the pope who was anxious to avoid the union of Sicily and the Holy Roman Empire. Although hampered by the Muslim rebellion, Tancred was from the beginning in control of Sicily and Calabria. He faced widespread opposition from the mainland nobility ... However despite this he also had a number of advantages. Henry VI was preoccupied with domestic affairs in Germany, and this gave him time to establish his rule. Most of the higher clergy (apart from those in the Principality of Capua) and the more important towns supported him ... His brother-in-law, Count Richard of Acerra, proved an able lieutenant on the mainland, and his support gave Tancred immediate control of much of the principality of Salerno.

SOURCE C

Extract from The chronicle of Richard of St Germano, written in Italy at Montecassino, c.1216. Emperor Henry VI has invaded the Kingdom of Sicily in 1194.
URL: www.leeds.ac.uk/history/weblearning/MedievalHistoryTextCentre/medievalTexts.htm

After raising an army, the emperor entered Italy in the month of June. He prepared a fleet at Pisa and Genoa, and having sent it out, he descended into the kingdom. Everywhere surrendered to him except Atina and Roccaguglielmo. The Capuans and Aversans neither surrendered to him nor were besieged. The Neapolitans had already surrendered by agreement with the Pisans. The emperor marched on and stormed Salerno. In revenge for his injury he put some of the inhabitants to the sword, and condemned others to prison or exile, for reasons published and agreed publicly by his army. Then he marched into Apulia, and meeting no resistance came through Calabria to Messina. The new little king, William III, left the palace with his mother and took refuge in a fortified castle called Caltabellotta. On seeing this, the people of Palermo acclaimed the emperor. The emperor sent messengers to the queen and came to an agreement that she could have the County of Lecce and her son the Principality of Taranto.

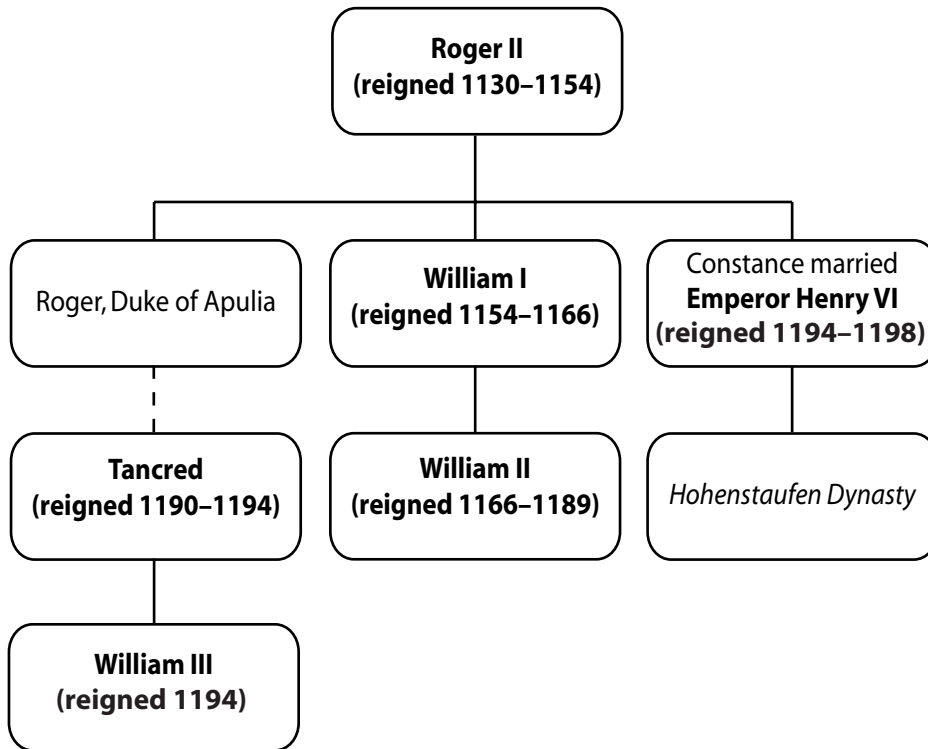
SOURCE D

Extract from The Chronicle of Otto of St Blasien, written in the Black Forest in Germany, c.1210. The city of Palermo has just surrendered to Emperor Henry VI in 1194.
URL: www.leeds.ac.uk/history/weblearning/MedievalHistoryTextCentre/medievalTexts.htm

The emperor meanwhile, with no small effort, drew up his army in the proper military manner. He absolutely forbade all indiscipline among the Germans, threatening that those who disobeyed him would have their hands cut off. He paraded his troops with their armour glittering superbly, slowly marching two by two along the road towards the city [Palermo]. He himself then made a glorious state entry into the city, followed by the princes, with everyone properly acclaiming him with praise; and when the crowd who stood in the squares saw the emperor then, as is the custom of that land, they prostrated themselves face downwards on the ground in front of him. So he was received as king and established his peace. He was given many gifts by the citizens: most excellent horses with golden saddles, and reins and trappings and other things of gold, silver, silk and jewels, with all of which he generously rewarded his army. First he gave royal gifts to the princes, then he showed himself most generous to the knights who deserved reward, and thus he bound all of them in a variety of ways to his service.

SOURCE E

A simplified genealogy of the Succession to the Kingdom of Sicily. A dotted line represents an illegitimate child, names in bold refer to kings of Sicily.





HISTORY
ROUTE 1
HIGHER LEVEL AND STANDARD LEVEL
PAPER 1

SPECIMEN PAPER

1 hour

QUESTION BOOKLET – INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Refer to the Source Booklet which accompanies this examination paper.
- Answer all the questions in one section only. Either:
 - Section A
 - or
 - Section B.

Refer to the accompanying Source Booklet and answer **all** the questions in **either** Section A **or** Section B.

SECTION A

Prescribed Subject 1 The origins and rise of Islam c500–661

These questions relate to the development of Islamic rule under the early caliphs. The accompanying sources are on pages 2 to 3 in the Source Booklet.

1. (a) What, according to Source B, changed when the Muslims “entered into the mainstream of world history” by conquering new lands and peoples? *[3 marks]*

(b) What message is conveyed by Source E? *[2 marks]*

2. Compare and contrast the views expressed about the relationships of the early Arab-Muslim rulers over their conquered peoples in Sources C and D. *[6 marks]*

3. With reference to their origins and purpose, discuss the value and limitations of Source A and Source E for historians studying the development of Islamic rule under the early caliphs. *[6 marks]*

4. Using these sources and your own knowledge, analyse how the Arab-Muslims controlled the lands and people they had conquered. *[8 marks]*

SECTION B

Prescribed Subject 2 The kingdom of Sicily 1130–1302

These questions relate to the struggle for control of the kingdom of Sicily. The accompanying sources are on pages 4 to 6 in the Source Booklet.

5. (a) Who, according to Source B, supported Tancred and what advantages did he have? [3 marks]
- (b) What message is conveyed by Source E? [2 marks]
6. Compare and contrast the views expressed about the strengths of the rival claimants to the throne of Sicily in Sources A and B. [6 marks]
7. With reference to their origins and purpose, discuss the value and limitations of Source C and Source D for historians studying how Emperor Henry VI conquered Sicily. [6 marks]
8. Using these sources and your own knowledge, analyse how and why Henry VI became King of Sicily in December 1194. [8 marks]
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MARKSCHEME

SPECIMEN

HISTORY

ROUTE 1

Higher and Standard Level

Paper 1

SECTION A

Prescribed Subject 1 The origins and rise of Islam c500–661

These questions relate to the development of Islamic rule under the early caliphs.

1. (a) **What, according to Source B, changed when the Muslims “entered into the mainstream of world history” by conquering new lands and peoples?** *[3 marks]*

The first mark should be awarded for the general observation that the conquests had introduced important new changes both for the Arab-Muslim rulers and also those over whom they now ruled. The other two marks should be awarded for any comments that support the above statement.

Some suggestions are:

- the awareness of the problems of having conquered new lands and peoples
- the development of the Arab-Muslims as a distinctive new ruling class
- their efforts to maintain and develop an Arab-Muslim identity
- the introduction of a new system of governance and control
- the perception of the new rulers as a military elite by the conquered peoples.

Award *[1 mark]* for each relevant point up to a maximum of *[3 marks]*.

- (b) **What message is conveyed by Source E?** *[2 marks]*

In the absence of their own coinage, the early Muslims adopted some of the coinage of the conquered Persian regime (along with its un-Islamic, figurative art and reference to Zoroastrianism). Only later, did Islamic models of coinage emerge.

Award *[1 mark]* for each valid point up to a maximum of *[2 marks]*.

N.B. Do not enter half marks or + and – but compensate between (a) and (b) if necessary for a final mark out of [5 marks].

2. **Compare and contrast the views expressed about the relationships of the early Arab-Muslim rulers over their conquered peoples in Sources C and D.** *[6 marks]*

For comparison:

- Both sources highlight how power had come to be concentrated in the hands of a new ruling elite.
- Both relate how the expansion had taken place into areas outside the Arabian Peninsula.
- Both deal with the distinctive identity of this class relative to the conquered peoples.
- Both mention how this identity was both ethnic (because the conquering people were Arabs) and religious (because they were also Muslims).

For contrast:

- Source C points to some areas of potential conflict and socio-economic tension whereas Source D highlights areas of co-operation and collaboration.
- Source D highlights the protection of the local people and the ways in which they might participate in power, whereas Source C draws attention to the ways in which the imposition of their rule had begun to lead to divisive tensions.
- Source C comments from a socio-economic perspective; Source D focuses on governance and administration.
- Source D points to the continuity of administration and the efficiency which results from this, whereas Source C highlights the separation of the new rulers from their conquered people.
- The administrative initiative in Source C is the stipend system of payments to the Arab-Muslim army, whereas Source D places greater emphasis on the use of local scribes to manage their own peoples.
- Source C points to the tribal composition of the new Arab-Muslim rulers while Source D speaks of the composition and religion of their new administrators.

If only one source is discussed award a maximum of *[2 marks]*. If the two sources are discussed separately award *[3 marks]* or with excellent linkage *[4–5 marks]*. For maximum *[6 marks]* expect a detailed running comparison/contrast.

3. **With reference to their origins and purpose, discuss the value and limitations of Source A and Source E for historians studying the development of Islamic rule under the early caliphs.** *[6 marks]*

Source A

- Origin: Extract from a modern reader dealing with approaches to Islamic history.
- Purpose: To highlight the problems of primary source materials in the study of early Islam and Islamic historiography.
- Value: Provides a clear and concise critique of the basic issues. It accords equal weight to a wide range of greatly varying primary sources.
- Limitation: The author takes a narrow view of what can be achieved given the available sources. His scepticism about the value of these arguably does not allow much history to be written at all. Some might object to his implicit rejection of the standard history, including the traditional Muslim accounts.

Source E

- Origin: Two Muslim coins from the seventh century.
- Purpose: As a fixed unit of currency designed to facilitate various payment transactions. However, such coins and their images also served to transmit a powerful, visual sense of authority and identity of the issuing source.
- Value: Material evidence which appears to provide an indication of an initial uncertainty surrounding the lengthy transformation from a fledging Islamic Empire into one with a more clearly defined ideology over the course of the seventh century. Such materials allow and invite comparisons and contrasts to be made with the development described in historical narratives.
- Limitations: Such archaeological finds are open to multiple interpretations since they served several functions and a wide constituency. Without corroborating evidence from other sources these coins tell us relatively little by themselves.

Do not expect all the above and allow other valid points. Ideally there will be a balance between the two sources, and each one can be marked out of *[3 marks]*, but allow a *[4/2 mark]* split. If only one source is assessed, mark out of *[4 marks]*. For a maximum *[6 marks]* candidates must refer to origin and purpose, and value and limitations.

4. **Using these sources and your own knowledge, analyse how the Arab-Muslims controlled the lands and people they had conquered.** *[8 marks]*

Source A: Suggests that we actually know very little about this since all our sources are unreliable in one way or another.

Source B: By fostering a sense of state-consciousness in the wake of the military victories which set the Arab-Muslims above the conquered people.

Source C: By the successful expansion of the ruling groups from authority wielded in army encampments into more sophisticated forms of government which gave them new, distinctive and prestigious socio-economic advantages over those they ruled.

Source D: Although the Arab-Muslims had always imposed a two-tier society in the new empire, it was also one which included significant degrees of religious toleration, political inclusion and socio-economic security.

Source E: Coins that included symbols of the defeated Persian Empire were once employed by the early Muslims, but were later discontinued in favour of more appropriate and standard Islamic models. Such a slow transition could be interpreted as the accommodation of the defeated into a gradually evolving Islamic polity.

Own knowledge could include:

- development of any of the above points
- the observation that the Muslims had conducted military campaigns which had been short and successful
- the depopulation and weakness of the Byzantine Empire due to the plague of Justinian in 541
- the local population who were unhappy after long periods of warfare, high taxation and religious antagonism within the Byzantine Empire
- the Muslims' belief that religiously inspired warfare would result in a successful expansion which was determined, and therefore guaranteed, by God.

Do not expect all the above and credit other relevant material. If only source material or only own knowledge is used, the maximum mark that can be obtained is *[5 marks]*. For a maximum *[8 marks]*, expect argument, synthesis of source material and own knowledge, as well as references to the sources used.

SECTION B**Prescribed Subject 2 The kingdom of Sicily 1130–1302**

These questions relate to the struggle for control of the kingdom of Sicily.

5. (a) **Who, according to Source B, supported Tancred and what advantages did he have?** *[3 marks]*

The first mark should be awarded for identifying that most of the higher churchmen and the towns supported Tancred. The second mark should be awarded for noting the importance of Count Richard of Acerra. The final mark should be awarded for awareness of Henry VI's preoccupation with events in Germany.

- His main supporters were the higher clergy, main towns.
- He was also supported by his powerful brother-in-law.
- He was advantaged because his rival was preoccupied by events in Germany.

Award *[1 mark]* for each relevant point up to a maximum of *[3 marks]*.

- (b) **What message is conveyed by Source E?** *[2 marks]*

Source E shows the succession to the kingdom of Sicily in the twelfth century. It reveals the crisis that followed the death of William II in 1189, as there were two rival claimants: Tancred, the illegitimate grandson of King Roger II; and Henry VI of Germany, the husband of Roger II's daughter, Constance. Ultimately, Henry VI gained the crown of Sicily, which passed to his Hohenstaufen descendants.

Award *[1 mark]* for each valid point up to a maximum of *[2 marks]*.

N.B. Do not enter half marks or + and – but compensate between (a) and (b) if necessary for a final mark out of [5 marks].

6. **Compare and contrast the views expressed about the strengths of the rival claims to the throne of Sicily in Sources A and B.** **[6 marks]**

For comparison:

- Both sources state that Tancred was experienced in war and governance.
- Both sources mention support for Tancred. Source A refers to him being elected as king and Source B refers to specific supporters.

For contrast:

- Source A states that the election of Tancred as king was “unlawful”.
- Source A states that “legal right undoubtedly rested with her [Constance]”.
- Source A does not mention Henry VI and only mentions Constance, whereas Source B does not mention Constance but only mentions Henry VI.
- Source B mentions the importance of Richard of Acerra.
- Source B mentions the opposition of Sicily’s Muslims to Tancred’s succession.

If only one source is discussed award a maximum of **[2 marks]**. If the two sources are discussed separately award **[3 marks]** or with excellent linkage **[4–5 marks]**. For a maximum **[6 marks]** expect a detailed running comparison/contrast.

7. **With reference to their origins and purpose, discuss the value and limitations of Source C and Source D for historians studying how Emperor Henry VI conquered Sicily.** *[6 marks]*

Source C

- Origins: An early thirteenth century chronicle written at Monte Cassino in Italy.
- Purpose: To compile a record of the main political events of the age.
- Value: A near-contemporary chronicle that gives an Italian perspective of the take-over of the kingdom of Sicily by the Hohenstaufen dynasty.
- Limitations: This is an Italian source that is unsympathetic to Sicily falling under German rule.

Source D

- Origins: An early thirteenth century chronicle written at St Blasien in Germany.
- Purpose: To compile a record of the main political events of the age.
- Value: A near-contemporary chronicle that gives a German perspective of the take-over of the Kingdom of Sicily by the Hohenstaufen dynasty.
- Limitations: This is a German source that is naturally sympathetic to the actions of the emperor, and seeks to justify them.

Do not expect all the above and allow other valid points. Ideally there will be a balance between the two sources, and each one can be marked out of *[3 marks]*, but allow a *[4/2 mark]* split. If only one source is assessed, mark out of *[4 marks]*. For a maximum *[6 marks]* candidates must refer to origin and purpose, and value and limitations.

8. **Using these sources and your own knowledge, analyse how and why Henry VI became King of Sicily in December 1194.** *[8 marks]*

Source A: Shows Henry VI and Constance had the laws of Sicily on their side, as William II's designation of her as his successor was entirely legal. The election of the illegitimate Tancred as King had no legal basis.

Source B: Shows Henry VI's rival, Tancred, lacked support from the key noblemen of mainland southern Italy, and was openly opposed by the Muslims when he became king in 1190. However Tancred did enjoy the support of the Papacy, and the church and towns of Sicily.

Source C: Shows Henry VI's use of military force, including the navies of Pisa and Genoa, which were used to transport his army to Sicily. It also shows that he used violence when he captured Salerno.

Source D: Shows the welcome that Henry VI received in Sicily and the discipline that he imposed upon his army. The people of Sicily, upon his arrival, submitted to him and accepted his rule. This is evident from the many gifts that he was given.

Source E: Shows the candidates to succeed William II and emphasises the illegitimate birth of Tancred, and the eventual succession of Constance and her husband Henry VI.

Own knowledge:

Could include a reference to Tancred's death in February 1194, which left his infant son William III as Henry VI's only male rival. Also, the ransom paid by Richard I of England to Henry VI in 1194 gave him the resources to employ a larger army and navy than those with which he had failed to conquer Sicily in 1191. Finally, the Sicilians were divided in their loyalties, as many of them accepted Henry VI as their king by right of his wife, Constance. Many of those Sicilian barons who had opposed Henry VI in 1191–1193 were already defeated and imprisoned, or had accepted his rule by 1194.

Do not expect all the above and credit other relevant material. If only source material or only own knowledge is used, the maximum mark that can be obtained is *[5 marks]*. For a maximum *[8 marks]*, expect argument, synthesis of source material and own knowledge, as well as references to the sources used.



HISTORY
ROUTE 1
HIGHER LEVEL AND STANDARD LEVEL
PAPER 2

SPECIMEN PAPER

1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Answer two questions, each chosen from a different Topic.
- Questions in this paper must be answered with reference to events and developments in medieval Europe and the Islamic world.

Topic 1 Dynasties and rulers

1. Examine the effects of invasions by **one** Islamic dynasty.
2. Why was Charlemagne crowned emperor in 800?
3. Analyse the reasons for (a) the rise and (b) the decline of **either** the Ummayad **or** the Abbasid dynasty.
4. In what ways, and with what success, did Louis VI (1108–1137) seek to extend royal power in France?
5. Explain the aims, and the achievements, of **either one** Islamic ruler **or one** medieval European ruler.
6. Discuss social and economic change under **either one** medieval European ruler **or one** Islamic ruler.

Topic 2 Society and economy

7. Evaluate the nature and importance of slavery in the Islamic world.
8. Explain why, and how, **one** city developed in **either** the Islamic world, **or** in medieval Europe.
9. Discuss the effects of the manorial system on peasants and manorial lords.
10. Compare and contrast the lives of women from **two** different social groups. The social groups chosen can be from **either** medieval Europe **or** the Islamic world.
11. In what ways did the growth of trade have an influence on medieval European society?
12. Examine the extent to which religion influenced life in **either** medieval Europe **or** the Islamic world.

Topic 3 Wars and warfare

13. Select **one** war that took place between 600 and 1450 and evaluate the reasons for its outcome.
14. For what reasons, and in what ways, was sea power important in warfare?
15. Analyse the outcome, and the impact of, **either** the Battle of al-Qadisiyya (636–637), **or** the Battle of Poitiers (1356).
16. Compare and contrast **two** of the following military leaders: Khalid ibn al-Walid, Nur al-Din, Salah al-Din.
17. “The Norman invasion of England in 1066 was planned like a business enterprise.” To what extent was William I’s success as a military leader in this campaign due to planning, and to what extent was it due to other factors?
18. Discuss the social and economic effects of warfare in Europe during the fourteenth and fifteenth centuries.

Topic 4 Intellectual, cultural and artistic developments

19. In what ways did centres of learning in the Islamic world contribute to the spread of knowledge?
20. For what reasons, and in what ways, were monasteries important for the development of Christian scholarship in medieval Europe?
21. Discuss the artistic and architectural significance of **either one** cathedral **or one** large urban mosque.
22. Analyse the origin and impact of the twelfth century renaissance in Europe.
23. “Islamic scholars were not only translators and compilers of existing scientific knowledge, but contributed much new scientific knowledge.” With reference to Ibn Sina (Avicenna) 980–1037, and Ibn Rushd (Averroes) 1126–1198, to what extent do you agree with this statement?
24. Evaluate the contribution to medieval European scholarship of **one** of the following: Peter Abelard (1079–1142), Roger Bacon (1220–1292), Thomas Aquinas (1225–1274).

Topic 5 Religion and the state

25. Analyse the reasons for, and impact of, the Sunni/Shia divide.
 26. For what reasons, and with what results, were there disputes between secular and religious leaders in **either** medieval Europe **or** the Islamic world?
 27. Evaluate the role played by religious institutions in the economic development of medieval Europe.
 28. Discuss the importance of Bernard of Clairvaux (1090–1153).
 29. Compare and contrast anti-Semitism in **two** of the following countries: England, France, Germany.
 30. Examine the role of the *ulama* (Islamic religious scholars) in Islamic dynastic government and administration.
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MARKSCHEME

SPECIMEN

HISTORY

Route 1

Higher and Standard Level

Paper 2

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.

0:	Answers not meeting the requirements of descriptors should be awarded no marks.
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.
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.
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.
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.
10–12:	Answers indicate that the question is understood but not all implications are 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.
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.
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.

Topic 1 Dynasties and rulers**1. Examine the effects of invasions by *one* Islamic dynasty.**

This question requires candidates to discuss the effects both positive and negative, on the countries that they invaded. The invasions terrorized the invaded lands, with death and destruction. Agriculture was harmed, and towns and villages destroyed. Trade was interrupted and many people were destitute. But after the initial terror, many invaders settled in the conquered lands, integrated, and contributed to their development. However, an example of a more positive invasion by an Islamic dynasty would be that of the Muslim invasion of Spain. The conquerors were welcomed by the citizens of whom the majority lived in poverty under a feudal system imposed by the Visigoths of Spain. They saw the invaders as liberators who brought with them the knowledge and expertise of administration, trade and government. Soon al-Andalus flourished. Mention could be made of the eventual breakdown of Arab rule in Spain as a result of the continued succession problems and the establishment of the party kings.

2. Why was Charlemagne crowned emperor in 800?

Charlemagne (c742–814) became King of the Franks in 768. Most of his early reign was spent fighting in Italy, Bavaria and the Danube area, especially against the pagan Saxons. He supported the Church and was a patron of scholars. He also imposed law and order, and an administrative system. He was a friend of popes, and his coronation in 800, by Leo III, was mainly a result of his strength as King of the Franks, his religious policies, and especially his support for Leo III and the papacy against the Lombards and Romans.

3. Analyse the reasons for (a) the rise and (b) the decline of *either* the Ummayyad *or* the Abbasid dynasty.

The answer requires candidates to analyse the factors within the Muslims world at the time that had given rise to the dynasty, as well as show how some of these factors and others contributed to its decline.

- (a) For the rise of the Umayyad Dynasty, candidates could include:
- the struggle between Mua'wiya and Ali, and how it indirectly placed Mua'wiya in a position for succession
 - after the assassination of Ali, how Mua'wiya managed to secure for himself the role of caliph – Mua'wiya being the strongest candidate militarily
 - for the first time the position of caliph became hereditary instead of elective
 - the shift of the capital from Medina to Damascus – reasons for and consequences.
- (b) For the decline of the Umayyad Dynasty, candidates could include:
- the unhappiness of the inhabitants with the move of the capital
 - the loss of religious focus of the later caliphs
 - the fighting within the ruling family regarding succession
 - the challenge by the Abbasids and the Umayyads inability to deal with it.
- (a) For the rise of the Abbasid Empire, candidates could include:
- their claim as descendants of the Prophet Mohammed and its consequences to both the Abbasids and the Umayyad
 - the move of the capital from Damascus to Baghdad; focusing on the reasons for and subsequent outcomes of this move.
- (b) For the decline of the Abbasid Empire, candidates could include:
- an analysis of the consequences of the move to Baghdad and the isolation of Arab support
 - an understanding of the implementation of a new political system, giving more power to the vizier and local emirs, and its consequences for the caliph and old Arab aristocracy
 - the challenges of al-Andalus and 'Abd al-Rahman III of Spain
 - the eventual rift with their Shi'a support base.

N.B. If only the rise or only the decline is addressed, mark out of a maximum of [12 marks].

4. In what ways, and with what success, did Louis VI (1108–1137) seek to extend royal power in France?

When Louis VI became king, he inherited little beyond the Isle de France, and throughout his reign (1108–1137) he sought to develop the French monarchy, by the following means: opposition to Henry II, of England and the English lands in France; fighting independent and unruly French nobles; strengthening the Isle de France, and imposing a measure of authority, law and order there; building new towns on the royal demesne, and gaining support by offering land there. He was able to begin organizing government and royal finance. Although the monarchy still lacked much authority, Louis VI must be credited for laying the foundations.

5. Explain the aims, and the achievements of *either one* Islamic ruler *or one* medieval European ruler.

Candidates can use any Islamic or medieval European ruler. It is important that examiners check the accuracy of any material presented.

This question requires candidates to illustrate their understanding of the aims of a ruler as well as his achievements. The answer depends on the ruler chosen which would then determine the focus and presentation of the answer. Rulers can be chosen from any of the dynasties/period studied but an analysis of the aims and the achievements of that leader is required. The circumstances and conditions under which the ruler reigned, may be mentioned to illustrate an understanding of how the aims and achievement manifested itself. Further analysis of the consequences of the achievements may be mentioned.

6. Discuss social and economic change under *either one* medieval European ruler *or one* Islamic ruler.

Candidates can use any Islamic or medieval European ruler. It is important that examiners check the accuracy of any material presented.

Social and economic change under either a medieval European or Islamic ruler, could include: social groups and the ruler's attitude to them; family structure and daily life; religion and its effects on social customs and daily life; education, learning, literature and other arts; agriculture; manufacturing, crafts and trade (internal and external); taxes and financial management. Specific details will depend on the date/era chosen, as social and economic policies changed considerably between the dates of this syllabus, as well as whether the chosen ruler was European or Islamic.

Topic 2 Society and economy**7. Evaluate the nature and importance of slavery in the Islamic world.**

This is an open-ended question and candidates should understand and show the change in the treatment and rights of slaves with the coming of Islam and through the Islamic eras; as well as an explanation of how Islam ensured the rights of slaves and others' responsibility towards slaves. Candidates need to show how individual slaves took up important positions in the army and government and how this contributed to the stability and development of the dynasty.

Students should be aware of:

- Islamic tradition regarding the capture and treatment of slaves; in many instances an improvement of conditions if implemented accordingly
- prisoners of war were captured during times of war and periods of expansion and enslaved; thus slaves came from different regions at different periods in Islamic history
- the slave trade and the Muslim world – the capture of slaves for the specific purpose of trade. Trade routes in East Africa
- the recruitment of slaves into the army, as administrators, as commanders of armies and, even in some cases, ruled over Muslim areas or took the role of vizir (al-Rumi in Egypt).

8. Explain why, and how, *one* city developed in *either* the Islamic world, *or* in medieval Europe.

Candidates can use any Islamic or medieval European city. It is important that examiners check the accuracy of any material presented.

“Why” demands the reasons for the growth of the chosen city, geographical and historical. For example, the site, for defence, on water, good communications, access for food supplies, *etc.* and as far as is known the actual historical circumstances that led to the foundations. “How” should cover the foundation and growth/development, historically, politically, and architecturally.

Some material for Paris: it was a Gallic village, conquered by Julius Caesar in 52 BCE, and because of its natural advantages, developed as a Roman city. It was the capital of the Merovingian kings, *e.g.* Clovis I, and continued in importance when Hugh Capet, Duke of Paris, became king of France in 987. As a capital city it flourished as a centre for trade, culture and learning and religion.

Some material for Venice: it was first settled in fifth century by refugees fleeing from northern invaders. The first doge was appointed in 697. Its site was ideal for trade and defence. By the tenth century it was an important commercial and cultural centre. It formed trading colonies in the eastern Mediterranean, and became even more powerful and prosperous after its defeat of its chief rival Genoa.

Some material for Cairo: students need to be aware of the process of invasion of Egypt by the Fatimids and that their main focus is believed to be the trade routes through Africa and the Mediterranean. Elaboration of the situation in Egypt at the time of conquest is important as it gives an understanding of the reason behind the establishment of the city of Cairo as the administrative capital of the Fatimid dynasty while Fustat remained the main economic centre. Further discussion could lead to mentioning the administrative functions and changes brought about in Cairo as compared to those made to the already established city of Fustat. Cairo also served as the intellectual centre of the Fatimids with the establishment of universities and other places of study.

9. Discuss the effects of the manorial system on peasants and manorial lords.

The manorial system was a social, economic and administrative system that emerged after the collapse of the Roman Empire, as a form of protection, and gradually evolved into a system of obligation and service.

Peasants, which were both free and unfree. In return for various services – week work or boon work – or payments, they received land to cultivate, meadow for grazing, access to woodland. They were subject to the Lord’s court, and their rights and duties varied according to their status, the century, and the locality.

Feudal lords owned one or more manors. The manor might or might not consist of the whole village, but it contained demesne land for the private use of the lord, and the tenants’ holdings. Where the lord owned more than one manor he appointed a steward to oversee work, and manors also had a reeve, elected annually from the peasants, to enforce rules for working and collect dues. The lord presided over the manorial court or courts. By the fourteenth century lords received 90 % of their dues in cash, although in times of plague and labour shortage, many lords tried to reinforce labour dues.

10. Compare and contrast the lives of women from *two* different social groups. The social groups chosen can be from *either* medieval Europe *or* the Islamic world.

Candidates can use any Islamic or medieval European social groups. It is important that examiners check the accuracy of any material presented.

Social groups for medieval Europe could include: peasants, both free and unfree, and their life and work in agriculture and the home; townswomen, including artisans, working wives and housewives with no outside employment, and wealthy businesswomen; women in religious institutions, such as nuns in convents and anchorites; noble women including members of a royal family, heiresses, abbesses and prioresses.

Social groups within which medieval Muslim women found themselves are closely related to the role of women in Islam at the time. The society itself was based on the rights of women and the responsibility and rights of men towards women. Women in the Islamic world formed part of the peasantry in urban and rural areas; often involved in different forms of labour, while others may form part of the upper crust and have different rights and responsibilities associated with them. Women who may have been captured after a war/expedition may have found themselves in the position of concubines in a harem or even as slaves to a family. What is important in the comparison and contrast of the lives of the women in the Islamic world, is to illustrate that women found themselves in various social groups and that this would have determined their status, duties and rights within what is permitted by Islamic law.

N.B. If only one social group is addressed, mark out of a maximum of [7 marks].

11. In what ways did the growth of trade have an influence on medieval European society?

This is a broad question which indicates the very significant influence of trade on medieval society. Some of the most important influences would involve the evolution of towns and cities. These grew up as commercial centres and began to challenge the authority of the nobles and the feudal system. This occurred in all parts of Europe: Italy, Low Countries, and northern areas. Towns encouraged the emergence of new social classes: the mercantile classes and the urban proletariat. These groups struggled to gain influence and modify medieval society. New associations of merchants, craftsmen and bankers agitated for change in the political and legal structures. Towns became independent of kings and nobles and devised their own governments which changed ideas of government.

The wealth produced by trade encouraged more progressive attitudes as universities were founded, art and culture and literacy expanded. Communication, transportation, technology and science were all expanded due to commerce.

The power of nobles declined as kings used the middle class as officials and undermined the nobles. The manorial system declined as lords converted their land to commercial agriculture in pursuit of cash. Many serfs were evicted and moved to towns.

12. Examine the extent to which religion influenced life in *either* medieval Europe *or* the Islamic world.

Candidates can use religion in either Islamic or medieval European society. It is important that examiners check the accuracy of any material presented.

Life in medieval Europe was greatly affected by religion, usually in the form of religious institutions, such as monasteries and churches. These buildings were the most prestigious in the town or village, so their very existence influenced life. There were some differences in time, (there were fewer monasteries and churches before c1050) and locality, (whether in towns or villages) or in which European country, but the following points would have applied to most medieval Europeans.

The Parish Church was important: all people were expected to attend mass on Sundays and great feast days. They also attended for sacraments, such as baptism. The church and churchyard also served as a social centre; for games, plays *etc.* Many churches especially in towns, had a school, and there are examples of peasant boys who studied there and became important scholars and statesmen. Sometimes courts were held in the church. Monasteries were also very significant. Many lay men and women worked there and monasteries also had schools and hospitals. Visits from the itinerant orders also affected daily lives, and anchorites and pilgrimages also influenced many. Christianity in medieval Europe was a living and strong influence on the daily lives of the vast majority.

Life in the Islamic world was greatly affected by religion on a daily basis and in other ways. The five times daily prayer and its timings had a huge influence on the working day as did the Friday prayer. The pilgrimage (*Hajj*) to Mecca is one of the five pillars of Islam. The establishment and building of mosques in various places and their use for religious practise as well as a range of other social gatherings and often, centres of learning made them a focal point for the community. Candidates might also mention the split in Islam during the later part of the “Rightly Guided Caliphs” and the effects it had on people’s lives. Government and administration of Muslim areas might also be considered. The building and use of places of learning also influenced life as did Muslim art and architecture.

Topic 3 Wars and warfare

13. Select *one* war that took place between 600 and 1450 and evaluate the reasons for its outcome.

Candidates can use any Islamic or medieval European war. It is important that examiners check the accuracy of any material presented.

This question requires candidates to select one war between 600 and 1450, either in medieval Europe or the Islamic world, and explain which side won and why victory/defeat was the outcome for the different sides. Social, economic and political factors could be considered, as well as support, weapons, tactics, leadership, terrain, logistics *etc.* Outcome could also cover immediate results for both sides, such as position of the state, its government, social and economic gains or losses, devastation, prestige.

14. For what reasons, and in what ways, was sea power important in warfare?

Candidates can use sea power in either Islamic or medieval European warfare. It is important that examiners check the accuracy of any material presented.

Material/details will depend on era and area chosen.

The Mediterranean:

Sea power allowed the Byzantine Empire to dominate the Eastern Mediterranean until the seventh century and protected Constantinople from attack by Muslims and Vikings in the ninth and tenth centuries. The lack of sea power by Christian states in the Mediterranean allowed the Muslim conquest of Spain, Sicily and coastal regions.

The emergence of the sea power of the Italian cities: Genoa, Pisa *et al* allowed them to support the Crusades and recover territory from the Muslims. They were able to increase their trade and commercial wealth which helped expand European commerce. The Normans used their sea power to reconquer Sicily in the eleventh century.

Northern Europe and Russia:

Sea power allowed the Vikings to conquer territory in England, Normandy and Sicily as well as establish themselves in Russia. The lack of sea power by most medieval kingdoms made them vulnerable to Viking attack. The Vikings expanded trade in Northern Europe and Russia through their control of the seas. They improved communication in the medieval world.

France and England – Hundred Years War:

- Both countries built navies to protect trade.
- English command of the sea crucial for the invasion of France (Battle of Sluys).
- Both required naval power to protect trade, suppress piracy, and prevent invasion.

15. **Analyse the outcome, and the impact of, *either* the Battle of al-Qadisiyya (636–637), or the Battle of Poitiers (1356).**

Al-Qadisiyya:

Candidates should place the situation of the Islamic world or dynasty in perspective, relating the reasons for and preparation for the battle to the circumstances under which it occurred. Some may relate the events and chronology of events within the battle but more focus should be given to the result, impact and outcome of the battle; both to the Muslims and their opponents.

Poitiers:

This was a major victory for the English at the end of the first part of the Hundred Years War. Edward the Black prince was raiding in central France when his force of 7000 was intercepted by a 16 000 strong French army commanded by King John II. English archers and lightly equipped infantrymen out manoeuvred the superior French force. John II was captured and 2000 French knights killed. The French signed the Treaty of Brétigny (1360) and ended the first part of the Hundred Years War. The king was ransomed for three million gold coins, and lands ceded to England. The battle showed the superiority of English weapons and tactics, but their superiority was short lived.

16. **Compare and contrast *two* of the following military leaders: Khalid ibn al-Walid, Nur al-Din, Salah al-Din.**

Candidates need to trace the role played by the two chosen figures against the Crusades from the time they took power. Mention should be made about their military successes against the Crusades and also their attempts at unifying the Muslims in facing their enemy. Candidates should evaluate the successes and failures in terms of the situation they faced and how it can be viewed as a stepping stone for other leaders against the Crusades.

N.B. If only one leader is addressed, mark out of a maximum of [7 marks].

17. **“The Norman invasion of England in 1066 was planned like a business enterprise.” To what extent was William I’s success as a military leader in this campaign due to planning, and to what extent was it due to other factors?**

There is no doubt that the Norman invasion was well planned politically and militarily in order to gain support from the pope, the French king, and some English nobles. William I also used the political situation in England and exploited Harold’s difficulties. He put much thought and effort into military planning, gathering resources and men, and gained supporters by promising land in England if and when he had conquered it. Other factors could include actual fighting methods and tactics, brutality, revenge and terror, as well as the weakness of his opponents.

18. Discuss the social and economic effects of warfare in Europe during the fourteenth and fifteenth centuries.

The constant warfare in medieval Europe led to the manorial system as leaders gave land to their followers in exchange for military service. This created the professional military class of knights and nobles which ruled Europe. Charlemagne would be a relevant example of this process. Serfdom also emerged as ordinary people surrendered their independence in exchange for protection in this violent period.

Social effects: Constant warfare elevated the military man to the top of the social and political pyramid, and created an agricultural society designed to support the knights. This was a hereditary class which evolved its own customs, rituals and laws which allowed it to dominate feudal society. Warfare created the need for permanent military forces to protect castles, guard against invasions *etc.* The manorial system could not provide this, as service was limited to 40 days. Kings began to ask for money instead of service from their vassals. The vassals converted their landholdings to commercial operations. Serfdom was abolished as serfs were evicted and some became tenants.

Economic effects: Warfare led to the development of certain trades and technology associated with war: metallurgy, armaments, castle building. This led to the evolution of new classes of skilled workers. Castles with garrisons became centres of activity, markets grew up which encouraged trade. Kings in search of revenues for armies encouraged trade and the development of towns. War encouraged violence in society, caused physical destruction and lawlessness by armed knights who robbed and persecuted the weak. Lower classes and minorities had no defence against abuse. Invasions by Muslims, Vikings devastated wide areas, interrupted trade.

Topic 4 Intellectual, cultural and artistic developments**19. In what ways did centres of learning in the Islamic world contribute to the spread of knowledge?**

This is an open-ended question and candidates could focus on two or more centres of learning in answering the question. Candidates need to show and evaluate the contribution made by centres of learning while also placing the period into perspective by mentioning the situation within the Islamic world and other areas in terms of intellectual development. The achievements of its scholars and their impact on learning need to be highlighted, thus showing how centres of learning could have contributed to the spread of knowledge.

20. For what reasons, and in what ways, were monasteries important for the development of Christian scholarship in medieval Europe?

Monasticism began as a means for participants to worship God in an ordered community in order to save their own souls, but due to many features of medieval Europe monasteries became important features for the development of Christian scholarship. Reasons for this could include: monks had to be literate in order to take part in the divine office and other liturgical ceremonies; time and opportunities were available for reading and study; monasteries usually had schools and libraries; they were relatively safe havens in turbulent times; scribes were available for copying manuscripts, originally these were for the liturgy, but soon developed in a wider area; scholars were attracted to and appointed to high positions. Ways included, teaching, study, copying, collecting books and manuscripts, and gaining a reputation and thus attracting interested scholars. Monastic scholars included Bede, Gildas, Bruno, Bernard, and if friaries are included, Dominic Guzman and Thomas Aquinas.

21. Discuss the artistic and architectural significance of *either one cathedral or one large urban mosque*.

Candidates can use either a medieval European cathedral or a large urban mosque. It is important that examiners check the accuracy of any material presented.

The Great Mosque of Cordoba:

- It was built in 785 after ‘Abd al-Rahman I came to power and made Cordoba the capital of al-Andalus.
- It was situated near the residence of ‘Abd al-Rahman I – making the city of Cordoba the religious and administrative capital of al-Andalus.
- The mosque reflected the ambition of the Umayyads to make al-Andalus, and the city of Cordoba, the wealthiest and most refined in Europe.
- The artistic and architectural features reflect that of the Islamic world in that it did not use any human image and that it comprised of a prayer hall with the *mihrab*, facing the direction of Mecca; it also comprised of a mosque courtyard, which was used in the event that the prayer hall was full.
- It is believed that the inner-structure is similar to that of the al-Aqsa Mosque in Jerusalem, which was built at around 50 years before and it is believed to have been used as a basis for the Great Mosque in Cordoba, which was common during the Umayyad period in the East.
- The size of the mosque’s prayer hall is significant in that it reflects the size of the city and its Muslim inhabitants.
- The intricate interior is made up of a large number of low round arches built from alternating red/black and white stones; this gives the mosque its unique features and links it to the Moorish architectural style.
- The original building did not have any minarets and these were later added during the reigns of Hisham I and ‘Abd al-Rahman III.
- To accommodate the increasing Muslim population, the mosque was extended many times.
- Presently it houses a cathedral that was built inside the mosques after the *Reconquista*.
- The Great Mosque of Cordoba, although no longer used for the purpose of Muslim prayer, is a reminder of a period of greatness in the history of Spain.

22. Analyse the origin and impact of the twelfth century renaissance in Europe.

The “origins” may include: the impact of the influx of Arabic and classical scholarship after the fall of Toledo in 1085. This included material in science, politics, philosophy and law, and introduced new ways of seeking knowledge. In Italy the surviving influence of Roman law and literature was used to revise canon law and encourage new scholarship. Roman historical writing styles were used to provide analysis and emphasize secular logic over supernatural explanations. The work of Adelard of Bath who emphasized the investigative secular approach of Arab science inspired others to go to Spain to translate and bring back more secular knowledge. This included Aristotle who explained the universe by logic and said that God did not intervene.

“Impact” may include: this led to the development of universities which taught law, medicine and philosophy based on the new knowledge. The emergence of the idea that man was capable of understanding the universe developed. Peter Abelard developed logic to show inconsistencies in the Bible. This introduced objectivity and logic to the medieval mind that had relied on faith and doctrine. Aristotle posed a challenge to the established church and its doctrines. This led to the work of Thomas Aquinas in an attempt to reconcile faith and the new knowledge. There was a great expansion in humanism and man’s self-confidence. This led to the fifteenth Renaissance.

23. “Islamic scholars were not only translators and compilers of existing scientific knowledge, but contributed much new scientific knowledge.” With reference to Ibn Sina (Avicenna) 980–1037, and Ibn Rushd (Averroes) 1126–1198, to what extent do you agree with this statement?

Candidates need to be familiar with the fields of study of these scholars. They need to show the stage of development in scientific knowledge at the time and how the scholars contributed to its development and further understanding. Candidates may discuss how the contributions of these Muslim scholars have led to improvements in their respective fields and how this information was passed on and used by Western Europe.

The following could be added for **Ibn Sina**: known for his contribution to medicine, he wrote *The Canon of Medicine* which was used as a standard of practicing medicine as late as the eighteenth century. He was also known for his discovery and treatment of infectious diseases, his introduction of a systematic sequence of experimentation in physiology and his description and treatment of viral and bacterial diseases. He was the first to assert that tuberculosis was infectious and he was the first to document correctly the structure of the inner eye. Other contributions include: physics, his theory on motion and optics, philosophy, chemistry, astronomy, aromatherapy, *etc.*

The following could be added for **Ibn Rushd**: known for his contributions in the field of philosophy, astronomy, psychology, medicine, logic and physics. He criticized and improved on many of the works based on Ptolemy, Aristotle and Plato’s theories, often proving them incorrect. He was the first to define and measure force, while in medicine he contributed to the discussion on dissection and autopsy.

24. Evaluate the contribution to medieval European scholarship of *one* of the following: Peter Abelard (1079–1142), Roger Bacon (1220–1292), Thomas Aquinas (1225–1274).

These individuals all made very significant contributions to medieval European intellectual life. They were all churchmen.

Peter Abelard:

Abelard was the most skilled logician of his time and was a major figure in the rise of scholasticism. This was based on the systematic application of reason to questions of philosophy and theology. His most influential work was *Sic et Non* a series of questions with conflicting answers from different authorities. He set out guidelines for comparison, logical scrutiny and synthesis. His objective and rigorous dialectical method was the basis of scholasticism. He also did important work in ethics which contributed to the development of moral philosophy. He applied dialectical skills to theology and was accused of substituting reason for faith. His emphasis in debate was for rational argument rather than appeals to a learned authority.

Roger Bacon:

An important proponent of medieval science. Lectured extensively on Aristotle at Oxford University. Advanced early scientific thought by advocating mathematics as the paradigm for scientific knowledge. He attacked the scholastics as ignorant conservatives. Wrote a number of encyclopaedias which advocated studying science based on observation and measurement. Described the making of gunpowder but was more an advocate of the scientific method than a practitioner. Imprisoned for heresy but his writings were influential. Contributed to the development of the fifteenth century renaissance.

Thomas Aquinas:

The leading theologian of the Middle Ages. He created a theological system which incorporated both Christian and Aristotelian beliefs. This was crucial as Aristotle's philosophy had arrived in Europe and provided an alternate philosophical system which might replace or undermine Christianity. Christianity had to resolve the conflicts between Aristotle's views and its own if it were to avoid loss of influence. Aquinas created the Thomist synthesis regarded as the most important achievement of medieval thought. This continues to influence modern philosophy and theology. He was a forward thinker who challenged conservative church ideas and opened the door for further scientific inquiry in the medieval period.

Topic 5 Religion and the state

25. Analyse the reasons for, and impact of, the Sunni/Shia divide.

Candidates should discuss the basis/origin of the Shia/Sunni split and how it influenced a further divide over time; culminating in the Muslim world being ruled by a different Islamic perspective at different periods in Islamic history. Showing understanding of the impact of the split and relating its effect through the eras and even to the present Muslim world is possible.

26. For what reasons, and with what results, were there disputes between secular and religious leaders in *either* medieval Europe *or* the Islamic world?

Medieval Europe:

One of the main problems and causes of disputes in medieval Europe was that the boundaries of the spiritual and temporal world were often unclear. Churchmen were generally the best educated and sometimes the only literate persons, so they were in demand as royal officials and administrators. Their loyalty was thus divided. Also emerging monarchies and states did not have a financial system for administration, but the monarch usually had the right to appoint to high ecclesiastical office, thus royal servants were rewarded, or rather paid, by being given an important and lucrative benefice, for example a bishopric. This led to absenteeism and became a matter for reform, and popes tried to remove clerical appointments. However the pope was also a temporal ruler, and this led to disputes between pope and emperor, as did the claim by both to have suzerainty over the other. Finance and taxation and the popes' right to excommunicate those – usually rulers – who disobeyed papal commands also led to disputes. Famous disputes include Henry II of England and Thomas Becket, and the Investiture Contest.

Islamic world:

Often in the medieval Islamic world, the office and duty of the spiritual leader and that of the secular leader is combined in the form and position of the caliph. However, the caliph may have had the absolute power, but there was often the requirement for consultation with high ranking officials. The caliph was responsible for the appointment of officials to various important positions and this may obviously have made support for decisions relatively easier. However, religious institutions, which played a major role in the lives of the people under Muslim rule, were separated from military, administrative, financial and other institutions, so as not to corrupt responsibility. An example of the “dispute” between the secular leader and the religious institution can be seen in the non-committal approach of the Malikite jurists of al-Andalus to the call for jihad, against the advancing Christian kingdoms, made by the Berber Almoravids who were followers of the Kharijite doctrine of Islam. This attitude was a contributing factor in the success of the *Reconquista* in Spain.

27. Evaluate the role played by religious institutions in the economic development of medieval Europe.

Candidates need to explain how religious institutions affected the economy, and then evaluate their importance. The most important religious institutions for the economy were monasteries. They gave alms and food to the poor, refuge to travellers, provided homes for widows and unmarried daughters, used their medical and herbal knowledge, and provided employment both to servants and agricultural workers. The most important order for the European economy was the Cistercian order, as it was a later foundation. Most of the best agricultural land was already occupied, so large grants of uncultivated land was given, cleared, and used mainly for sheep farming. Cistercian wool was much sought after. Minerals were also extracted. Churches and cathedrals were often rich and always needed such items as candles, candlesticks, censers *etc.*, thus they provided employment for craftsmen. Although usury was forbidden by the Church, in times of need institutions were allowed to sell some treasure for “loans of consumption”. Religious institutions were most important for the development of medieval Europe. Without them there would have been much more poverty and unemployment.

28. Discuss the importance of Bernard of Clairvaux (1090–1153).

Bernard of Clairvaux (1090–1153) was a Cistercian monk, mystic and scholar. He was one of the most influential churchmen in twelfth century Europe. His importance lay in the following areas: as a monk he founded the Abbey of Clairvaux in 1115, became its first abbot and remained in that position until his death, he popularised the Cistercian order, and influenced monastic reform; as a theologian, scholar, writer and preacher, he opposed Abelard, but supported other scholars such as Peter Lombard, preached and supported the Second Crusade, and supported the Templars; he was an adviser, supporter and friend of popes, in spiritual and temporal matters. Bernard was also an ascetic, for whom penance was important. His influence touched many people and embraced all facets of Christianity.

29. Compare and contrast anti-Semitism in *two* of the following countries: England, France, Germany.

Accusations of ritual-murder and the desecration of the Christian Eucharist were the main causes of anti-Semitism throughout medieval Europe. The most infamous ritual-murder cases were of St William of Norwich (1144) and Little St Hugh of Lincoln (1255) both boys allegedly having been murdered by Jews to collect their blood for magical purposes. Similar allegations were made in Germany in the later middle ages. The supposed desecration of the Eucharist was another common cause of anti-Semitism, an allegation particularly prevalent in late medieval Germany. The protected status of Jews as money-lenders, such as in England before 1290, exposed them to popular hatred. The calling of the Crusades, from 1095, also heightened anti-Semitism as Jews were portrayed as an enemy within Christendom. The advent of the Black Death in Europe in 1348 was also blamed on the poisoning of wells by Jews.

These factors led to pogroms of Jews across medieval Europe. Notable instances included the massacres of Jews in London and York in 1189–1190, and throughout Germany in 1348. Jews also suffered expulsions, as in England in 1290, limitations on where they could live, their economic lives, and on their clothing. Jewish communities were repeatedly uprooted and resettled due to pogroms, expulsions or the withdrawal of government protection.

N.B. If only one country is addressed, mark out of a maximum of [7 marks].

30. Examine the role of the *ulama* (Islamic religious scholars) in Islamic dynastic government and administration.

Candidates need to show an understanding of the concept of the *ulama* through the periods; their role and its development related to the different views shared by Shiaism and Sunnism. A distinction needs to be made between government/state, and implementation, judiciary of *shariah* law, as related to the *ulama*. An awareness of the appointment and independence of the *ulama* from the caliph/dynasty, although, in many instances they are appointed by him. The influence and impact of the *ulama* on government and administration in different periods could be discussed and elaborated.



HISTORY

ROUTE 1

HIGHER LEVEL

PAPER 3 – ASPECTS OF THE HISTORY OF MEDIEVAL EUROPE AND THE ISLAMIC WORLD

SPECIMEN PAPER

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES

- Do not open this examination paper until instructed to do so.
- Answer three questions.

1. Evaluate the impact and importance for Christianity of the life and work of Benedict of Nursia.
2. In what ways, and with what results, did the actions of **one** medieval pope affect religious and political developments in Europe?
3. Examine the factors which led to the establishment of Fatimid rule in North Africa.
4. Discuss Fatimid ideology and its historical impact on other religions.
5. To what extent was William I's conquest and rule of England due to force?
6. Discuss the successes and failures of Henry II as king of England, and as ruler of the Angevin Commonwealth.
7. "A popular vehicle for spiritual advancement and material gain." To what extent does this quotation explain why Christians took part in the Crusades?
8. Evaluate the use of jihad by Salah al-Din (Saladin) during the period of the Crusades.
9. Analyse the reasons for the success of the Mongol invasion of the Islamic world.
10. Explain the importance of the Battle of 'Ayn Jalut.
11. "The success of the *Reconquista* in Spain was the result of Muslim weakness rather than Christian strength." To what extent do you agree with this statement?
12. Explain the significance of the contributions made by al-Andalus to the Islamic world between the eighth and the twelfth centuries.
13. "*Stupor Mundi*" (Wonder of the World): To what extent did the Emperor Frederick II deserve this title?
14. Compare and contrast the policies of Louis IX and Philip IV in the development of royal power and influence in France.

15. Discuss the final phase of the Hundred Years War between England and France (1415–1453).
 16. Examine the political crises faced by **either one** English king **or one** French king between 1300 and 1485.
 17. “Although most contemporary accounts of the Black Death are exaggerated, the plague caused universal bewilderment and terror.” To what extent do you agree with this assertion?
 18. Analyse the causes of popular insurrection in fourteenth century Western Europe.
 19. Compare and contrast the effects of Ottoman conquest on **two** countries which can be **either** Christian **or** Islamic, **or** one of each.
 20. Compare and contrast the policies of **two** of the following: Mehmet II, Selim I and Suleiman the Magnificent.
 21. Why were Italian cities powerful, prosperous and progressive in the late middle ages?
 22. Analyse the impact of **either** Ludovico Sforza **or** Lorenzo de Medici on the political and artistic development of his state.
 23. Why was patronage an important factor in European overseas exploration between 1400 and 1550?
 24. Analyse the importance of ship-building, cartography and navigation on travel and exploration between 1400 and 1550.
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MARKSCHEME

SPECIMEN

HISTORY

Route 1

Higher Level

Paper 3 – Medieval Europe and the Islamic world

Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking but must be used in conjunction with the full markbands found in the guide.

0:	Answers not meeting the requirements of descriptors should be awarded no marks.
1–2:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
3–4:	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
5–6:	Answers indicate some understanding of the question but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
7–8:	The demands of the question are generally understood. Relevant, in-depth, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. 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.
9–11:	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 historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary are used to indicate some in-depth understanding but is not consistent throughout. 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. Synthesis is present but not always consistently integrated. Focus on AO3 and AO4.
15–17:	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well structured and balanced and synthesis is well developed and supported with knowledge and critical commentary.
18–20:	Answers are clearly focused with a high degree of the awareness of the question and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well structured and well-focused. Synthesis is highly developed.

1. Evaluate the impact and importance for Christianity of the life and work of Benedict of Nursia.

Candidates should be able to give a brief account of Christianity before Benedict, explain his work and assess his importance in the development of Christianity, especially as the founder of the Benedictine order. Impact and importance should first focus on the period of Benedict’s life, and a few years following his death but it could continue throughout the whole medieval period with the rule and way of life in Benedictine monasteries, and their influence on later monastic orders. Benedict founded his monastery c529 at Monte Cassino, in Italy, and wrote the rule for Monte Cassino and other monasteries soon after its foundation. It provided direction for a practical, well-balanced communal life, stressing prayer, communal worship, study and manual labour. It spread throughout Western Europe, and dominated monasticism until the twelfth century.

[0 to 8 marks] there is little knowledge of the life and work of Benedict.

[9 to 11 marks] some understanding is shown of impact and importance through a narrative account of Benedict’s life and work.

[12 to 17 marks] there is analysis of Benedict’s importance and impact based on specific evidence of his life and work.

[18 to 20 marks] an extra dimension is added, such as perceptive assessment of Christianity before and after Benedict’s monastic rule.

2. In what ways, and with what results, did the actions of *one* medieval pope affect religious and political developments in Europe?

The three popes named in the History Guide in Section 1 are Gregory VII (1073–1085), Urban II (1088–1099), and Innocent III (1198–1216), but any medieval pope that has been studied could be used. “In what ways” would cover the chosen pope’s policies and how they were developed to control all aspects of religious life for clergy and laity, his position and power as a temporal ruler of Rome and the papal states, as well as his claims to suzerainty over lay rulers, and where relevant, his attitude to Crusades. “Results” would cover the success of papal policies, and their impact on clergy and laity from peasants to kings and emperors.

[0 to 8 marks] there is little knowledge of one pope and his actions or policies.

[9 to 11 marks] a narrative of a chosen pope shows some understanding of the effect on religious and political developments in Europe.

[12 to 17 marks] there is balanced analysis of the actions of one pope, how the policies helped to develop papal power, and how they affected religious and political developments.

[18 to 20 marks] for an extra dimension such as different interpretations of one pope’s actions and their effects.

3. Examine the factors which led to the establishment of Fatimid rule in North Africa.

Candidates could mention and elaborate on:

- the situation among the Berber tribes at the time of the establishment of the Fatimid dynasty or the period just prior to it
- the fighting for dominance of the region between the main tribes *i.e.* Aghlabids and the Rustimids and how this managed to further divide and gain support of smaller tribes
- the tribes of Ifriqiya were Muslim and not foreign to the concept of the Mahdi – thus they would easily have been able to associate and accept the teachings of Abu Abdullah, the Ismaili missionary who laid the base for Ubaidullah’s claim as the Mahdi
- the interaction between the Fatimids and the Berber tribes.

[0 to 8 marks] there is little knowledge of the reasons that led to Fatimid rule in North Africa.

[9 to 11 marks] there is narrative which shows some understanding of the factors that led to Fatimid rule in North Africa.

[12 to 17 marks] there is balanced analysis of the reasons why the Fatimids were able to establish their rule in North Africa.

[18 to 20 marks] an extra dimension such as different interpretations of the factors that led to Fatimid rule is present.

4. Discuss Fatimid ideology and its historical impact on other religions.

The Fatimid rulers followed the Ismaili branch of Shiaism. Their religious ideology was based on the concept of the Ismaili Imamate. They were renowned for practicing religious tolerance and received acceptance among the Berber tribes of North Africa during their establishment phase. They were able to harness the concept of the imam, together with the support of the tribe of Kutama, managed to win over the already Muslim Berbers. After establishing themselves in North Africa, they focused on expanding their influence to the West, with the specific aim of conquering Egypt. This was achieved during the rule of al-Mu’izz who managed to acquire the support of the diverse religious groups in Egypt (Muslims, Christians and Coptics) by allowing freedom of religion and not enforcing Ismaili religious conversion on the citizens. Later rulers maintained this policy and even appointed many non-Ismaili Muslims and non-Muslims to high positions in government based on their ability rather than religious doctrine. (Al-Hakim was one ruler who did not practise such a level of tolerance.) The Fatimid ideology allowed them to focus on the development of the dynasty and the further establishment of trade links in the Mediterranean and the Indian Ocean.

[0 to 8 marks] there is little knowledge of Fatimid ideology and its historical impact on other religions.

[9 to 11 marks] the description of Fatimid ideology and its impact gives evidence of some understanding of the question.

[12 to 17 marks] the answer consists of an analysis of Fatimid ideology and its impact on other religions.

[18 to 20 marks] excellent depth and detail provides an extra dimension.

5. To what extent was William I's conquest and rule of England due to force?

This question has two main requirements, the first is to analyse the significance of William I's military successes, especially his victory at Hastings in 1066 and the destruction of the English forces, his subsequent harrying of the north, and his defeat of the earls' rebellion in 1075. The second requirement is to examine the significance of these successes with the other facets of his rule. These included the creation of a new ruling elite through the establishment of military tenancies, the building of castles, the imposition of taxation and royal law, and the intensification of administrative control, *e.g.* the Domesday Survey. Answers might also consider the church's support for William I.

It is doubtful whether candidates will consider all of these factors, but the better responses will cover several of them, force should be the main focus of the answer.

[0 to 8 marks] there is little knowledge of the part played by force in William I's conquest and rule of England.

[9 to 11 marks] there is some understanding of the importance of force in William I's conquest and rule of England.

[12 to 17 marks] there is focused analysis of the importance of force in relation to other methods, in William I's conquest and rule of England.

[18 to 20 marks] an extra dimension such as perceptive treatment of "to what extent" is included.

6. Discuss the successes and failures of Henry II as king of England, and as ruler of the Angevin Commonwealth.

As King of England and ruler of extensive territories in France, Henry II faced massive demands on his time and energies. He successfully established control of the kingdom following the death of King Stephen in 1154, and allowed his noblemen to extend English lordship into parts of Wales and Ireland. One of his greatest successes was the defeat and capture of William the Lion, King of Scots, in 1174, resulting in the end of Scottish rule in Northumbria and submission of the Scottish crown to English overlordship. However, his attempts to tighten royal control of the church through the Constitutions of Clarendon of 1164 led to the bitter dispute with his Chancellor, Archbishop Thomas Becket, resulting in the latter's exile and eventual murder in 1170. His final years were troubled by the combination of his estrangement from his wife Eleanor of Aquitaine, the ambitions and rivalries of his sons, and the success of Kings Louis VII and Philip II of France in manipulating these difficulties. These challenges imposed a gruelling itinerary, and much of his time was spent "fire-fighting". At the time of his death in 1189, Henry was at war with his own son and successor, Richard I.

Candidates need to analyse at least some of the above to assess successes and failures in order to reach an overall conclusion.

[0 to 8 marks] there is little knowledge of Henry II's rule of England or the Angevin Commonwealth.

[9 to 11 marks] the narrative account of Henry II's rule shows some understanding of its successes and failures.

[12 to 17 marks] there is balanced analysis of Henry II's successes and failures both as king of England and ruler of the Angevin Commonwealth.

[18 to 20 marks] an extra dimension such as pertinent comments on the difference between ruling England and the Angevin Commonwealth is present.

7. “A popular vehicle for spiritual advancement and material gain.” To what extent does this quotation explain why Christians took part in the Crusades?

Candidates should acknowledge that both motives were powerful incentives for the Crusades.

On the material side, desire for land which was unavailable in Europe especially to younger sons of knights and nobles, desire to gain a reputation as a warrior to bolster status or power at home, a chance to acquire the wealth of the Islamic Empire, a chance to establish a kingdom or principality of one’s own could be included in the material motives. A desire by the Roman Catholic Church to establish primacy over the Eastern Orthodox Church was also important.

On the spiritual side the following could be included: a desire to rescue the holy land from the infidel, a continuation of the tradition of pilgrimage, the pope’s grant of salvation to all those who participated, religious fervour inspired by inspirational preachers.

[0 to 8 marks] there is little knowledge or understanding of why Christians took part in the Crusades.

[9 to 11 marks] the description of motives for taking part in the Crusades shows some understanding of spiritual and material reasons.

[12 to 17 marks] spiritual and material crusading motives are analysed in a clear focused structure. Other reasons are briefly and concisely mentioned.

[18 to 20 marks] another dimension such as pertinent treatment of the quotation is added.

8. Evaluate the use of jihad by Salah al-Din (Saladin) during the period of the Crusades.

Candidates need to place the concept and role of jihad into perspective by explaining exactly what it means and how it was used by Salah al-Din during the Crusades. Students may also place the position of both the Crusades and jihad in perspective and evaluate the impact of other factors which could have contributed to the Muslim success and the Crusaders failure. Mention could also be made of the success of Salah al-Din as a military leader.

[0 to 8 marks] there is little understanding of jihad or its use by Salah al-Din during the Crusades.

[9 to 11 marks] the description of the part played by Salah al-Din reveals some understanding of jihad and its role in the Crusades.

[12 to 17 marks] there is balanced analysis of the role of jihad in Salah al-Din’s participation in the Crusades.

[18 to 20 marks] an extra dimension could be provided by a brief analysis of factors other than jihad.

9. Analyse the reasons for the success of the Mongol invasion of the Islamic world.

Candidates could focus on two main aspects which contributed to the Mongol success:

- The military strategies and tactics, background and training as well as the philosophy of the Mongols as a people. Emphasis should be placed on how these factors contributed to the success of the campaigns.
- The situation within the Muslim world at the time of the Mongol invasions and the response of the Muslims at the time of the onslaught.

[0 to 8 marks] there is little knowledge of why the Mongols were successful in their conquests in the Islamic world.

[9 to 11 marks] the narrative/descriptive account shows some understanding of the reasons for Mongol success.

[12 to 17 marks] the reasons for Mongol success addresses both Mongol strength and Islamic weakness.

[18 to 20 marks] excellent depth of analysis based on finely detailed specific evidence could be an extra dimension.

10. Explain the importance of the Battle of ‘Ayn Jalut.

Candidates should identify the importance of the battle in terms of it being the first time in the Mongol advance that they were defeated and in which they were unable to respond or retaliate. Mention should be made of the impact of this battle for both the Mamluks and the Mongols and how this could have led to the defeat of the Mongols in other battles to follow; thus emphasizing why it is considered a turning point.

[0 to 8 marks] there is little knowledge of the battle.

[9 to 11 marks] the general description of the battle reflects some understanding of its importance.

[12 to 17 marks] the importance of the battle is analysed in a focused and structured answer.

[18 to 20 marks] an extra dimension such as different opinions on the battle’s importance is present.

11. “The success of the *Reconquista* in Spain was the result of Muslim weakness rather than Christian strength.” To what extent do you agree with this statement?

The nature of Muslim weakness may be shown through the civil wars which developed after the collapse of the Andalusian Caliphate. Muslim states were in a constant state of civil war. They hired Christian mercenaries and had to pay them large sums which undermined them financially. Muslim states raised taxes which caused discontent. The loss of the city of Toledo undermined Muslim morale. Wars between the Almoravids and the Almohads weakened the Muslim ability to resist Christian incursions. Some Muslim states allied with Christians to maintain their independence.

Christians were not strong for much of the period as they fought with each other, preferred to trade with Muslims rather than fight and accepted bribes to protect Muslim states. Only when their disunity was overcome in late twelfth century did they begin to defeat the Muslims. The Crusading spirit came to Spain and re-invigorated Christian assaults on Islam. Other reasons for an increase in Christian strength may be offered, such as inspirational leaders.

[0 to 8 marks] there is little knowledge of the *Reconquista*.

[9 to 11 marks] the descriptive account of the *Reconquista* gives some understanding of why it was successful.

[12 to 17 marks] Muslim weakness and Christian strength are both analysed in order to explain the success of the *Reconquista*.

[18 to 20 marks] answers may show a depth of understanding of both sides.

12. Explain the significance of the contributions made by al-Andalus to the Islamic world between the eighth and the twelfth centuries.

Candidates may include the following in this answer:

- The establishment of the Malikite jurists in al-Andalus and their contribution to Islamic religious science.
- The contribution of biographical works and historiographies.
- Poetry and the development of new forms of poetry with its influences from the east and west but unique to the poet’s exposure to various influences of al-Andalus (Ibn Zaydun).
- The uniqueness of al-Andalusian art and architecture, its influences and contributions to the Islamic world. See the Great Mosque of Cordoba and Madinat al-Zahra as examples.
- Other contributions such as in the field of science, medicine, astronomy, geography, philosophy, literature and language, translations, mathematics, *etc.* could be mentioned.

[0 to 8 marks] there is little knowledge of the contributions of al-Andalus to the Islamic world.

[9 to 11 marks] the intellectual and cultural contributions of al-Andalus to the Islamic world are described.

[12 to 17 marks] there is balanced, focused analysis of intellectual and cultural contributions to the Islamic world from al-Andalus.

[18 to 20 marks] an extra dimension such as perceptive analysis of significance is included.

13. “*Stupor Mundi*” (Wonder of the World): to what extent did the Emperor Frederick II deserve this title?

The title “*Stupor Mundi*” should suggest the great impact of the person, power and policies of Frederick II (1198–1250), on medieval Europe and beyond. He was crowned King of the Germans in 1215 and Holy Roman Emperor in 1220. His reign was dominated by a long struggle with the Papacy during which he was twice excommunicated. He led a successful Crusade, devolved power on the German princes to obtain their support, and concentrated on building a power base in Sicily. He was intellectually, administratively and militarily impressive, but in the end he was facing defeat, and left an impossible situation for his heirs.

[0 to 8 marks] little knowledge is shown on the life and rule of Frederick II.

[9 to 11 marks] some aspects of Frederick’s life are described, showing signs of his greatness.

[12 to 17 marks] important areas of Frederick’s rule, policies and battles, as well as his intellect, are examined in relation to his title of “*Stupor Mundi*”.

[18 to 20 marks] different interpretations of Frederick as “*Stupor Mundi*” are examined.

14. Compare and contrast the policies of Louis IX and Philip IV in the development of royal power and influence in France.

Louis IX was King of France between 1226 and 1270, although his mother was regent until 1234; Philip IV reigned from 1285 to 1314. Both kings were regarded as successful monarchs, continued to increase and exercise royal authority, and raised the profile of France. But they were very different monarchs, and candidates will probably find more to contrast. Louis IX was very religious, and was canonized after his death. He was highly regarded by the Papacy, a patron of religious institutions and a builder of churches. He went on two Crusades, and died on the second one. Philip IV taxed the clergy, persecuted the Templars and confiscated their wealth, opposed Pope Boniface VIII, and was responsible, at least in part, for the Avignon Papacy. Their foreign policies also differed: Louis sought peace and reconciliation, and was highly regarded as a conciliator in Europe. Philip IV engaged in wars, including one with England (1294–1303), and with Flanders (1302–1304).

[0 to 8 marks] little is known about Louis IX or Philip IV, and/or they are not compared and contrasted.

[9 to 11 marks] sequential accounts of the two kings are narrated, with some linkage.

[12 to 17 marks] the contributions and success of the two kings in developing royal power in France are analysed in a clear, balanced comparative structure.

[18 to 20 marks] an extra dimension is added such as different interpretations.

N.B. If only one king is discussed mark out of a maximum of *[7 marks]*.

15. Discuss the final phase of the Hundred Years War between England and France (1415–1453).

The long-term goals of the English crown for the recovery of French territories – including Normandy and most of Aquitaine – lost over the previous two centuries, lay at the heart of the resumption of fighting in the final phase of the Hundred Years War. Henry V's sustained conquest of Normandy in the period 1417–1421 confirms the recovery of that duchy as one of his prime aims. The resumption of fighting also needs to be seen in the context of the civil war that had been raging between the Orléanist and Burgundian factions in France during the mental incapacity of King Charles VI. The murder of Duke John the Fearless in 1419, and the determination of the Burgundians to avenge his death through the debarring of the Dauphin from the royal succession, opened up the prospect of Henry V acquiring the French crown through his marriage to Katherine, daughter of Charles VI. Historians continue to disagree as to whether becoming King of France had been an initial war aim of Henry V, or whether he was exploiting circumstances that arose following his invasion.

[0 to 8 marks] there is little knowledge of the final phase of the Hundred Years War.

[9 to 11 marks] there is a narrative of some causes of final phase of the Hundred Years War, which shows some understanding of the situation.

[12 to 17 marks] causes of the war are analysed in a focused and structured answer.

[18 to 20 marks] there is an extra dimension such as perceptive treatment of the causes.

16. Examine the political crises faced by *either one* English king or *one* French king between 1300 and 1485.

Candidates may choose from a broad range of French or English kings. Obvious examples of English kings facing political difficulties include Edward II and Richard II for their foreign policies, relations with favourites, unjust financial policies and the persecution of their opponents; also Henry IV, Edward IV, Richard III and Henry VII on the grounds of their weak titles to rule, and opposition arising from this. Candidates might also consider the range of personal, governmental and foreign policy failings under Henry VI, which led to both popular insurrection and a dynastic challenge.

From the French kings, candidates might choose Charles V, who faced crises resulting from mercenary bands of soldiers and the popular resistance “Jacquerie” that they provoked, as well as the revolt of Etienne Marcel, Provost of the Merchants. The reign of Charles VI witnessed significant internal consequences, largely as a result of his mental incapacity, which was exploited by his brother, the Duke of Orléans, and his uncle, the Duke of Burgundy. The assassinations of Orléans in 1407, and of John of Burgundy in 1420, marked the descent of France into civil war, which was exploited by Henry V of England. The reign of Louis XI of France was also marked by internal political conflict, notably the War of the Public Weal, which pitted the king against his brother, Charles of Berri. Louis XI’s later years were dominated by his rivalry with Charles the Rash, Duke of Burgundy, whose death in battle in 1477 resulted in a strengthening of the power of the French crown.

[0 to 8 marks] there is little knowledge of political crises faced by one English or French king.

[9 to 11 marks] the political crises of one English or French king are described, and some understanding is evident.

[12 to 17 marks] the political crises of the chosen king are analysed in a balanced and focused structure.

[18 to 20 marks] depth of analysis and extent of specific knowledge adds an extra dimension.

17. **“Although most contemporary accounts of the Black Death are exaggerated, the plague caused universal bewilderment and terror.” To what extent do you agree with this assertion?**

Contemporary accounts reveal the strongly religious response to the Black Death, and the belief that it was divine punishment for social evils. Religious responses ranged from the extreme, such as flagellant movements, to reflective, such as the growing belief in purgatory and prayers for the dead. Candidates might also focus on other explanations, whether political, astronomical and environmental. Candidates might also note that while terror and bewilderment were common, medical treatises show that efforts were made to understand the plague using rudimentary scientific ideas. Efforts were also made to clean cities and limit pollution from human and animal waste. Survivors often exploited changed conditions to draw economic benefits from the scarcity of labour.

Candidates are not expected to analyse all of these responses but the better answers will address several.

[0 to 8 marks] there is little knowledge of the effects of the Black Death.

[9 to 11 marks] the description of the Black Death indicates some understanding of its effects.

[12 to 17 marks] the effects of the Black Death are analysed in order to give judgment on the quotation.

[18 to 20 marks] an extra dimension is added such as close focus on the quotation.

18. Analyse the causes of popular insurrection in fourteenth century Western Europe.

Candidates might be expected to analyse a range of causes – economic, social, political and military. Economic and social causes were very important. The increasing value of labour after the Black Death was met with official attempts to impose maximum wage restraints in 1349 and 1350. Those seeking higher wages or attempting to migrate internally were vulnerable to prosecution by royal commissions. The continuing practice of serfdom remained an issue, as tenants holding land in this way were often liable to costly financial and labour dues. There is some evidence that radical preachers such as John Ball used egalitarian arguments to stimulate insurrection. The three poll taxes of 1377, 1379 and 1380, and the aggressive methods used to enforce their collection, were also key shorter term causes of the revolt. The unpopularity of taxation was part of broader popular resentment against bad government, especially in London, and perceptions of excessive power enjoyed by the King's Uncle, John of Gaunt. England was also losing the war with France – resulting in failed expeditions, un-paid soldiers, and Franco-Castilian attacks on England's southern coastline.

Candidates are not expected to analyse all of these causes, but the better answers will address several.

[0 to 8 marks] there is little knowledge of the 1381 popular insurrection in England.

[9 to 11 marks] description of the 1381 insurrection shows some understanding of its causes.

[12 to 17 marks] the causes of the Peasants' Revolt in England, in 1381, are clearly analysed in a structured and focused answer.

[18 to 20 marks] an extra dimension such as insight into the different causes is present.

19. Compare and contrast the effects of Ottoman conquest on *two* countries which can be *either* Christian *or* Islamic *or* one of each.

The fall of Constantinople in 1453 marked the significant extension of Ottoman power. Mehmet II also succeeded in making the Khanate of the Crimea into a vassal state, and by his death in 1481 he controlled the Black Sea and the Eastern Mediterranean, while his armies were active in Egypt and Southern Italy. Bayezid II's failure to defeat the Mamluks in 1485–1491 revealed the limitations of Ottoman military power. Moreover, the enduring strength of the Safavid Persian state, and the potential for rebellion among the Sultan's Shi'ite subjects, highlighted the tensions that accompanied the military expansion of the Ottoman Empire. The exploitation of territories for slaves, commodities and usual resources aroused opposition, but also impelled further expansion. The widespread use of the devshirme system for conscripting boys into civil and military service extended the reach of Ottoman power across the conquered territories. Throughout this period the Janissaries were a significant force in the political and military structure of the Ottoman state.

Candidates are not expected to analyse all of these topics, but the better answers will mention several.

[0 to 8 marks] there is little knowledge of how the Ottoman conquests affected the government of their empire.

[9 to 11 marks] a description of Ottoman conquests shows some understanding of how they affected government and empire.

[12 to 17 marks] the reasons why and the ways in which, Ottoman conquests affected government and administration of their empire, are clearly explained and analysed.

[18 to 20 marks] the link between Ottoman conquests and Islamic government and administration in their empire is perceptively analysed, and focused.

N.B. If only one country is discussed mark out of a maximum of *[7 marks]*.

20. Compare and contrast the policies of *two* of the following: Mehmet II, Selim I and Suleiman the Magnificent.

Both Selim I and his son, Suleiman the Magnificent, continued the military expansion of the Ottoman Empire. Selim enforced religious orthodoxy and tried to destroy the followers of Shah Ismai'l in 1514. The main focus of Selim I's campaigning was firstly in Anatolia where he gained mastery of the Turcoman and Kurdish peoples in 1516, and secondly against the Mamluks, whom he considered to be heretics. In addition to the Holy Cities, he also conquered Egypt, Syria and Palestine. His son, Suleiman the Magnificent, successfully exploited the divisions among the European princes in order to expand Ottoman rule to the west. The Habsburgs were his main enemy, and he manipulated the rivalry between Charles V and Francis I, and the internal difficulties of the Habsburg Empire, to conquer Belgrade in 1521 and Hungary in 1526. He had no religious scruples about allying with Francis I in 1531, and following the division of Europe in the Reformation, he assisted the Protestants against the Catholic and Habsburg forces. During Suleiman's lifetime, the Ottomans became the dominant naval power in the eastern Mediterranean, diminishing the economic and political power of the Italian states.

Mehmet II can be compared to either Selim I or Suleiman the Magnificent on the following basis:

- Mehmet II's rule is known for the continued expansion and the conquest of Constantinople (1453) and the downfall and end of the Byzantine Empire.
- He focused on Anatolia and also managed to gain control over other Turkish states. He was involved in battles such as Battle of Otlukbeli, in which the Ottomans gained a decisive victory.
- Mehmet II advanced and captured Belgrade (1456) and part of Italy (1480), with the intention of capturing Rome and to re-unify the whole of the Roman Empire.
- Militarily, Mehmet II was a force to be dealt with as he employed the latest technology of the period which made his advance effective and successful.
- He was religiously tolerant towards those conquered, and even appointed former patriarchs as governors, which gave the conquered citizens some sort of autonomous rule.
- He founded many universities and colleges, built mosques (Fatih Mosque) and the Topkapi Palace and promoted science and art.
- It was during his reign that the Ottomans nearly conquered much of Europe.

[0 to 8 marks] there is little knowledge of the policies of the chosen rulers.

[9 to 11 marks] at this level knowledge of the policies are described with some comparative linkage.

[12 to 17 marks] the policies of the chosen rulers are analysed in a clear comparative structure.

[18 to 20 marks] an extra dimension such as the contrasting personalities of the two chosen rulers is present.

N.B. If only one leader is discussed mark out of a maximum of [7 marks].

21. Why were Italian cities powerful, prosperous and progressive in the late middle ages?

There is a wide range of evidence to include in answers to this question. Some of the most important reasons might include: their geographic location and lack of resources encouraged them to develop industry, shipping and trade networks from an early period. Their location gave them access to the markets of the Mediterranean and central Europe. This produced great wealth. They also maintained trade links with the Byzantine Empire, which gave them access to oriental goods *e.g.* spices. They made huge profits in shipping and trade during the Crusades and developed trade with the Islamic Empire, which added further wealth. Their development of banking gave them wealth and political influence with many governments. Their city governments were not feudal and were free from many medieval regulations. The commercial classes had a high status, which added to their progressive atmosphere. Their connections to Roman culture and scholarship led to the founding of universities and the development of art and culture which their great wealth was able to support beyond any other part of Europe.

In general their great commercial wealth allowed them to develop sophisticated, progressive, urban societies. However candidates can challenge the question, pointing to cities (especially in the south), that were not powerful, prosperous and progressive; as well as denying that the cities in the north retained these attributes.

[0 to 8 marks] there is little knowledge of why Italian cities were so powerful, prosperous and progressive.

[9 to 11 marks] some indication of the wealth and importance of Italian cities is implicit in the description of two or three cities, or a generalized account of the features of several cities.

[12 to 17 marks] reasons for the power, prosperity and progressive nature of Italian cities are analysed in a thematically structured answer.

[18 to 20 marks] an extra dimension such as in depth analysis of detailed specific knowledge raises the answer to the top band.

22. Analyse the impact of *either* Ludovico Sforza *or* Lorenzo de Medici on the political and artistic development of his state.

Ludovico Sforza (c1452–1508) usurped the Milanese government in 1480 from his nephew after acting as regent for him. In his search for domination among Italian city states, he helped Charles VIII to invade Naples, but was driven out of the duchy of Milan by Louis II of France, in 1499, and died as a prisoner in France. His ambition to also dominate Italian art was more successful. He and his wife attracted artists, poets, writers, architects and musicians, *etc.* to their brilliant court. His artistic ambition reached its culmination in his patronage of Leonardo da Vinci.

Lorenzo de Medici (1449–1492) became joint ruler of Florence with his brother Giuliano in 1469. In 1478 the brothers became the target of a plot organized by the rival Pazzi family and the Pope. Giuliano was killed, and Lorenzo became the successful but autocratic ruler of one of the strongest Italian states, and one of the most artistic ones. His second son became Pope Leo X. Lorenzo was a writer and a great collector of art and antiquities, and the first patron of Michelangelo.

[0 to 8 marks] there is little knowledge of the political or artistic development of the chosen state.

[9 to 11 marks] a narrative account of the chosen ruler suggests some understanding of political and artistic development.

[12 to 17 marks] political and artistic development in either Milan under Ludovico Sforza or Florence under Lorenzo de Medici is clearly examined and analysed in a focused structure.

[18 to 20 marks] an extra dimension such as different interpretations of the state and its ruler is present.

23. Why was patronage an important factor in European overseas exploration between 1400 and 1550?

The increasing wealth and secularization of western society combined with new technological and scientific advances in ship-building and navigation, led to the growth of long-distance overseas travel. It also coincided with nationalism and centralization of western European states, and the knowledge that prestige and wealth could be obtained by overseas exploration trade and settlement. Both the expense of outfitting ships for long-distance travel, and the desire of monarchs and merchants for gain, led to involvement and patronage. Some of the most well known patrons of explorers were Henry the Navigator of Portugal, Ferdinand and Isabella of Spain, and Henry VII of England.

[0 to 8 marks] there is little knowledge of why patronage was important for overseas exploration, 1400–1550.

[9 to 11 marks] descriptions of patrons and patronage for exploration show some understanding of its importance.

[12 to 17 marks] reasons for the importance of patronage for overseas exploration are evaluated in a focused and structured answer.

[18 to 20 marks] different interpretations of patronage, and the reasons for it, are analysed in depth.

24. Analyse the importance of ship-building, cartography and navigation on travel and exploration between 1400 and 1550.

Travel and exploration in and from Europe and the Islamic world increased considerably between 1400 and 1550. The use of the astrolabe, and later the compass, enabled mariners to navigate over great distances, such as from the Mediterranean to the North Sea. Developments in ship design, especially the Portuguese caravel, opened up new and more distant trade routes from the middle of the fifteenth century. The increasing use of the carrack, with multiple masts and sails, enabled explorers to travel over much greater distances. The voyages of Henry the Navigator in the fifteenth century resulted in the extensive mapping of Africa's coastlines. The expeditions of Columbus, Magellan, Vespucci and da Gama stimulated a major interest in cartography. Illustrations that were more artistic than detailed in chronicles and travellers' guides were superseded by scaled and systematic projections by cartographers such as Martin Waldseemüller and Gerardus Mercator, which could be replicated en masse through printing. Intensive exploration by Spanish and Portuguese mariners, combined with the imperial ambitions of their monarchs, resulted in their domination over the New World in the first half of the sixteenth century.

[0 to 8 marks] there is little knowledge of ship-building, cartography and navigation.

[9 to 11 marks] narrative of some explorers and their voyages shows some understanding of the importance of ship-building, cartography and navigation.

[12 to 17 marks] the importance of the above factors are analysed in depth.

[18 to 20 marks] an extra dimension such as perceptive appreciation of the above for ship-building are examined for different interpretations.
