

Markscheme

November 2016

History route 1

Higher level and standard level

Paper 2

34 pages

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

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

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

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

Topic 1 Dynasties and rulers

1. Discuss the reasons why **either** the Umayyads **or** the Carolingians were able to sustain their rule.

Candidates must offer a considered and balanced review of the reasons by which either the Umayyads or the Carolingians established and legitimized their power. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Indicative content

Umayyads

- The military victory of Mu'awiya established his claim as leader and removed challengers to the caliphate.
- Mu'awiya established a new capital and created a standing army to impose his rule.
- The Umayyads adopted Byzantine models of government/administration and ceremonial rituals.
- They also organized a professional bureaucracy that ended the tribal system of power-holding.
- 'Abd al-Malik expanded power through numerous reforms of administration, finance and law.

Carolingians

- Pepin and Charlemagne were both militarily skilled and they both eliminated opponents and expanded territory.
- The dynasty had the support of the Church and the Papacy.
- Legal systems and a bureaucracy that extended royal authority were established.
- There were financial reforms such as taxation and the regulation of trade increased the wealth of the Crown.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

2. Evaluate the successes and failures of **one** Muslim ruler.

Candidates are required to offer an appraisal of the effectiveness, or lack thereof, of the ruler chosen. Popular choices may be ‘Abd al-Malik, Harun al-Rashid or Suleiman the Magnificent; however accept any appropriate ruler.

Indicative content

- Discussion may incorporate the expansion and/or control of territory.
- The suppression of rebellion: how did rulers deal with internal opposition?
- Was there an expansion of bureaucracy, taxation and legal systems?
- Did the wealth of the ruler and/or his territory increase?
- How successfully were rivals eliminated?
- The prestige and recognition of the ruler, both domestically and in the wider Islamic world may be considered.
- The ruler’s relationship with religious leaders may also be an important area for discussion.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

3. “Female rulers in medieval Europe were largely unsuccessful.” With reference to **two** of the following rulers: Matilda (1102–1167), Eleanor of Aquitaine (1137–1204), Blanche of Castile (Regent of France 1226–1234), to what extent do you agree with this statement?

Candidates must consider the merits or otherwise of the assertion that female rulers did not often rule with any great success. They may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- There may be discussion of the rulers’ abilities to acquire territory and defend their realms.
- Their ability to overcome dynastic challenges to their right to rule and the exercise of their power may be dealt with.
- Where appropriate, their ability to be recognized as the legitimate successor to the throne of their kingdom may be addressed.
- The success with which they instituted policies and dealt with challenges in financial, legal and administrative areas may also be addressed.
- Another area of focus could be the extent to which they were able to maintain good relations with the Church in order to support their positions.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so.***

4. Discuss the reasons for the increase in the power of the Capetian dynasty.

Candidates must offer a considered and balanced review of the reasons why the Capetians were able to strengthen and centralize royal power.

Indicative content

- Many of the rulers of the 12th and 13th centuries notably, Louis VI, Louis VII and Philip Augustus (Philip II), were capable and charismatic.
- They made alliances with powerful groups such as the Church, chartered towns and merchants (the “middle classes”).
- They defeated internal and external opponents and, by and large, overcame the threat of over-mighty nobles and rival dynasties.
- They expanded royal bureaucracy and introduced financial reforms that gave them the ability to expand their control and expand their armed forces.
- Foreign policy was used, occasionally, more proactively, for example the use of alliances and diplomatic arrangements (diplomatic marriages for example).
- The weaknesses and internal divisions of their opponents, such as the Angevins should be considered as a reason for the growth in their power.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

5. To what extent do you agree with the argument that Frederick I (Barbarossa) (1155–1190) found the Holy Roman Empire nearly impossible to rule?

Candidates are required to consider the merits or otherwise of the assertion that the Holy Roman Empire was so vast, complex and difficult to rule that Frederick I was almost unable to do it. They may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- The Holy Roman Empire was indeed a complex arrangement of linguistically and culturally diverse territories and was filled with many powerful vassals who valued their independence.
- Given its expanse and inherent variety, it was also an expensive region to govern.
- The difficulties of ongoing civil wars and feuds amongst powerful families was another limiting factor for the Holy Roman Emperor.
- There was ongoing conflict with the Church and the Papacy.
- Military strength was continually needed to defend and control internal and external opponents.
- There was a lack of a unified bureaucratic structure to administer and control the Empire.
- Frederick's rule exacerbated many of these problems as he was insensitive to the needs of the various parts of his Empire (particularly in Italy and his poor relations with the Church in Rome).

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the **"best fit"** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

6. To what extent could Fatimid rule be called progressive?

Candidates must consider the merits or otherwise of the assertion that Fatimid rule was progressive. They may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- Fatimid government was a meritocracy and did not depend on family or tribal connections.
- Non-Ismaili Muslims were appointed to high positions in the government.
- Christians and Jews were also appointed for their skills in finance and administration.
- Ismaili society supported inclusivity and freedom of expression, which was reflected in the governmental structure.
- The premier goal of government was efficiency in support of trade, and the military. This desire for efficiency was more crucial than religious or philosophical differences.
- The army was multicultural and modelled on the Fatimid philosophy. It enjoyed the support of most, if not all, groups in society for a significant period of time.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Topic 2 Society and economy

7. Examine the economic impact of the changes in farming in medieval Europe.

Candidates must consider the suggestion that the changes to farming in medieval Europe had an economic impact and they must uncover the interrelationships between these changes to farming and the developments, or otherwise, to the economy.

Indicative content

- Agricultural surpluses due to new technology and practices led to migration to towns. Urban and trade development were an important factor in changing the economic structure.
- The increase in the production of wool led to new industries such as textiles and the expansion of trade (including foreign trade).
- New agricultural practices, for example the enclosure of land, led to rural depopulation and increased the urban workforce. This made agriculture less subsistence-based and more focused on large-scale commercial activities.
- The expansion of agricultural land through clearing/deforestation and drainage all expanded production, increased the economic significance of agriculture, expanded the surplus and supported population growth in urban areas.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

8. Discuss the reasons for the development and expansion of trade in the Islamic world.

Candidates are required to offer a considered and balanced review of the reasons why trade developed and expanded in the Islamic world during the “medieval” period. Responses will include a range of arguments, factors or hypotheses and opinions or conclusions should be presented clearly and supported by appropriate evidence.

Indicative content

- The Islamic world was a large unified territory that was peaceful; factors that both encouraged and facilitated trade.
- There was a long tradition of trade over distances prior to Islam, for example the tradition of caravans travelling from Africa to the Middle East.
- Trade and merchants were respected in the Islamic world as the Prophet Muhammad had been a merchant.
- The diversity of products and the wealth of markets attracted many to the occupation and, as such, merchants had social prestige unlike in Europe.
- A common language and currency aided trade over distance.
- Good internal routes by land and sea were established and made secure.
- A large number of cities meant that a range of goods were required and these were brought from many places.
- The Islamic world had extensive foreign trade connections such as the Silk Road that brought goods from Asia to Europe.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so.***

9. Discuss the reasons for the growth of urban areas in the Islamic world.

Candidates are required to offer a considered and balanced review of the reasons for urbanization in the Islamic world during the “medieval” period. Responses will include a range of arguments, factors or hypotheses and opinions or conclusions should be presented clearly and supported by appropriate evidence.

Indicative content

- The decision to develop new administrative centres such as Baghdad was a major reason for urban expansion. The establishment of separate garrison towns for the army was another major factor in urban expansion.
- The expansion of trade by Islamic merchants led to the establishment of new trading centres that, in turn, developed in to large urban areas.
- New Muslim dynasties in Spain and North Africa established new capital cities and commercial centres.
- The expansion of intellectual activity, the founding of schools and universities was another factor in urban expansion.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so.***

10. “The economy of medieval Europe relied on religious institutions for its growth and development.”
To what extent do you agree with this statement?

Candidates must consider the merits or otherwise of the assertion that religious institutions facilitated economic growth in medieval Europe to the extent that the growth of the European economy was dependent on those religious institutions. Candidates may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- Religious institutions were major employers, investors in construction, major consumers of manufactured products and food.
- They provided skills for economic development, including literacy and numeracy.
- They supported peace and order, which benefitted the economy.
- They developed and or encouraged agricultural and industrial improvements.
- They promoted crusades, pilgrimages and festivals and these created major economic benefits.
- However, industrial development and the new social classes, such as trading and banking, were not solely tied to the Church.
- Monarchical support of urban and commercial development, such as currency systems, transportation routes also facilitated economic growth.
- The increase of foreign trade brought considerable wealth.
- Changes in agriculture led to growth and development.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so.***

11. Examine the contribution of **one** organization to the political and social structure of urban areas.

Candidates must consider the impact of one organization (for example, a medieval European guild or the Islamic *futuwwa*) on the political and social structure of urban areas. Candidates must uncover the interrelationships between the chosen organization and the political and social structure of the area in which it could be found. The mentioned examples are used to provide guidance; however any suitable organization is to be accepted.

Indicative content

Medieval guilds

- They introduced ideas of equality, election of officials, constitutions and charters that could be used as models in city governments, for example in Italy and the Netherlands.
- Concepts of loyalty to the town may be argued to have been a unifying factor at a community level and may have been the basis of rivalry and conflict between towns and regions.
- They made a social contribution with concepts of brotherhood, their regard for the financial welfare of members and families, through social events, festivals. They provided a more secular emphasis.
- Politically, it could be argued that charitable activities acted as an alternative to government and religious organizations.

Futuwwa

- They were social organizations that supported the local communities and provided an alternative to the influence and/or power of the aristocracy or government.
- They were ethical organizations that emphasized virtue, generosity, spiritual behaviour amongst other similar qualities and were a source of hospitality and financial support to their members.
- A number of them were trade guilds and they had social and political goals.
- They could be mobilized in support of political initiatives within a town or region.
- Some warrior futuwwa were organized to promote military virtues such as chivalry and fellowship: they were influential because of their military skills and the distinguished individuals who became members.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

12. Discuss the reasons for change in medieval European serfdom.

Candidates are required to offer a considered and balanced review of the reasons why serfdom evolved during the period and what the underlying long- and short-term causes of these changes were. Responses will include a range of arguments, factors or hypotheses and opinions or conclusions should be presented clearly and supported by appropriate evidence.

Indicative content

- Agriculture changed, meaning that less labour was required and dispossessed serfs moved to towns.
- Urban areas attracted serfs who left estates to find work. Landowners were forced to make concessions to keep workers.
- Agriculture on a larger scale converted feudal dues to cash: landlords who were not interested in traditional manorial structures expelled serfs in order to improve efficiency and economies of scale.
- The enclosure movement limited rural employment and encouraged the move to urban areas in search of work.
- Landowners moved to urban areas or to royal courts and they were not interested in preserving traditional forms of payment, only in receiving cash rents.
- All of these changes were accelerated by the Black Death, which gave peasants greater economic power.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so.***

Topic 3 Wars and warfare

13. “Political change was the most significant result of medieval battles”. With reference to **two** of the following battles: Hastings (1066), Manzikert (1071), Hattin (1187), Bouvines (1214), Poitiers (1356), to what extent do you agree with this statement?

Candidates must consider the merits or otherwise of the assertion that the most significant result of medieval battles was that they led to political change. Using two of the named examples, candidates may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument. While the focus of the question will be political, there may also be discussion of the dynastic, military, economic and social impact where relevant.

Indicative content

Hastings

- The Battle of Hastings eliminated the Anglo-Saxon kings of England. These were replaced by William I who established a new Norman dynasty.
- The military technology of the mounted warrior became supreme.
- English government was altered to increase royal power.
- The Anglo-Saxon population lost economic and political status.

Manzikert

- Manzikert was a major defeat and loss of power and territory for the Byzantines in Anatolia.
- It threatened the existence of Byzantium and provoked the call for help to Western Europe.
- The battle encouraged the Papacy to launch the First Crusade to aid Byzantium against Islam but also reduced Byzantine influence in the Christian world.
- It threatened Christian pilgrimage routes to the Holy Land.
- It established the Seljuks as the premier Islamic power.

Hattin

- The loss of Jerusalem was a major political and territorial defeat for the West.
- Military defeat led to further conquest of territory by Muslim forces.
- It provoked the Third Crusade, unified the Muslim forces under Salah al-Din (Saladin) and increased Muslim morale.
- It was a psychological blow to the west and diverted crusading elsewhere in Europe; notably to Spain.
- It showed the weakness and division within the Crusader States.

Bouvines

- The French victory at Bouvines established France as the most powerful state in Western Europe.
- The power of Phillip II of France was confirmed and he continued to expand the power of the Capetians over France and eliminate all internal rivals for power.
- The Angevin Empire was ended as France conquered most of their lands on the continent.
- Political change occurred in England as the defeat of Bouvines encouraged unrest against John I leading to Magna Carta.

Poitiers

- Was significant partly due to the technology of war; the mounted knight was supplanted by the foot-soldier archer.
- France was defeated, its king captured and England became the most powerful nation in Europe.
- It led to the Treaty of Bretigny.
- France suffered significant economic devastation.
- England increased its landholding in France and the English economy prospered from its control of French territory.
- France entered a period of internal unrest and central government was weakened.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

14. Evaluate the religious and political significance to the Islamic world of the civil wars (*fitan*) of 656–661 and 683–685.

Candidates are expected to make an appraisal of the religious and political significance to the Islamic world of the stated *fitan*. While both *fitan* must be discussed, the first *fitna* is likely to require more attention from candidates.

Indicative content

- The first fitna caused serious religious divisions in Islam as the supporters of Ali formed the basis of the Shia as a division of Islam whereas the opponents of Ali formed the basis of the Sunni division. The fitna caused further religious division in Islam as the Kharijites emerged as defenders of the true spirit of Islam.
- These divisions became the basis for further conflict in later years.
- Political changes caused by the first fitna included the establishment of the Umayyad dynasty under Mu'awiya.
- The political centre of Islam moved from Arabia to Syria.
- The caliphate became hereditary and did not depend on being related to the Prophet Muhammad.
- Tensions began to develop between the political and spiritual leaders of Islam.
- The second fitna confirmed the political outcome of the first fitna as the Umayyads defeated challenges from the family of Ali and the families of Medina.
- The conflict further deepened the religious divisions and conflicts between Sunnis, Shias and Kharijites as they argued over who should lead the Islamic world.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

15. Examine the political and economic effects of the outcome of **one** war in **either** medieval Europe **or** the Islamic world.

Candidates are required to consider the political and economic changes that ensued from the candidate's chosen war and uncover the interrelationships between the war and those changes. Candidates may look at both the immediate and longer-term impact of the war.

Indicative content

Political effects

- Territorial and dynastic changes, both negative and positive may be considered.
- The strengthening of the victor's international profile could be a factor.
- In terms of the Hundred Years War, the impact of changing fortunes in war on internal political stability in both England and France could be discussed.

Economic effects

- Trade routes and the control thereof may be of significance.
- The destruction and/or acquisition of property may also be an issue.
- The loss of revenues and costs, ransoms, indemnities may be deemed to have been significant.
- In terms of the Arab conquests, the acquisition of wealth was substantial.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the **"best fit"** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

16. With reference to **either** medieval Europe **or** the Islamic world, to what extent do you agree with the argument that competition for resources was the major cause of war?

Candidates will consider the merits or otherwise of the argument that the main cause of war in medieval Europe or the Islamic world was the competition for resources. Candidates may choose to agree or disagree with the argument and may posit their own counter-argument; however, the statement in the question must be addressed and those candidates who disagree (either partially or wholly) are expected to outline the reasons why the suggested cause was not the most significant factor.

Indicative content

Resources

- These could include productive land, mineral and timber resources.
- Wealthy towns and/or centres of trade may have been targeted.
- Key transportation hubs or routes may also have provided a stimulus for conflict.
- Centres of population that might provide additional manpower for military or economic development may also be deemed a factor.

Other factors

- These are numerous and could include dynastic disputes between and within countries.
- Religious disputes, conflicts such as the Investiture Crisis or religious movements such as the Crusades.
- Personal or family rivalry, which includes disputed successions, seizures of power by one family group and/or refusal to accept a particular candidate for power.
- Expansion of authority by rulers and/or the invasion of other countries or regions in an attempt to expand their wealth, power or right to rule.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

17. Examine the impact of weaponry on the outcome of **two** battles.

Candidates are required to consider how significant weaponry was to the outcome of the candidate's chosen wars, outlining the interrelationship between weaponry and the level of success/failure experienced by those wars' protagonists. A wide range of battles that could be selected and answers should reflect a balanced analysis of a range of significant factors for each battle.

Indicative content

- Hastings and Crecy were both battles in which weaponry was a significant factor; however, in both, other issues such as leadership and tactics were also important.
- Artillery was a significant factor in the siege of Constantinople; however, here again, other factors including leadership, the size of the force and morale were also significant.
- Candidates may note that weaponry was very similar in most cases and therefore the reasons for the outcome will usually be sought elsewhere.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

18. Discuss the reasons why the French were able to defeat the English by 1204.

Candidates must offer a considered and balanced review of the reasons by which the French were able to defeat the English in the timeframe outlined.

Indicative content

- There were divisions in the Angevin leadership and succession disputes, both of which led to internal conflicts that the French exploited.
- The size and diversity of the Angevin Empire created administrative difficulties and strategic challenges for the rulers.
- The death of Richard I in 1199 (he was the best military leader of the Angevin dynasty) weakened the Angevins.
- The diplomatic and military weakness of King John (1199–1216).
- The financial weakness of the Angevin Empire under Richard and John led to unpopular tax policies that caused revolts in their French territories.
- The growing power of France under skilled leaders such as Phillip Augustus (Philip II).

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Topic 4 Intellectual, cultural and artistic developments

19. Evaluate the long- and short-term impact of the University of Paris on intellectual development.

Candidates are required to make an appraisal of how significant the University of Paris was in stimulating intellectual development during the medieval period. Candidates will look at both the short-term and longer-term significance of the university before arriving at a supported judgement.

Indicative content

- It established the model for universities in northern Europe.
- Establishment of a charter/constitution for organization and governance.
- It gained independence from external authorities and the right to select its own faculty, which was an important step in establishing universities as independent intellectual organizations.
- Established the college system that created structure for teaching, administration and discipline.
- Became the model for the course of studies followed in most European universities.
- Supported movements to import and increase classical knowledge their activities helped develop and further the intellectual revolution from the 12th century onwards.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

20. Discuss the reasons for wider developments in science and medicine in medieval Europe.

Candidates must offer a considered and balanced review of the reasons why there was developments in the areas of science and medicine in medieval Europe.

Indicative content

- A significant cause was the rediscovery and renewed interest in Roman and Greek texts on medicine and science in a number of Italian centres.
- Knowledge was imported from the Islamic world. Knowledge of medicine, in which Islam was more advanced, and translations of scientific works by Arab scholars were both significant.
- There was a renewed interest in a variety of technological issues in the military, agriculture and industry that inspired a search for knowledge.
- The experimental work of certain religious orders such as the Cistercians in activities such as stock-raising inspired further inquiry.
- The importance of certain individuals such as Grosseteste and Bacon in inspiring new fields of study and new methods was crucial.
- The creation of universities provided venues for scholars to work and develop new ideas.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

21. Evaluate the impact on medieval European culture of **either** Dante Alighieri (1265–1321) **or** Geoffrey Chaucer (c1340–1400).

Candidates are required to make an appraisal of how significant either Dante or Chaucer was to the development of medieval European culture.

Indicative content

Dante Alighieri

- Dante’s decision to write in the vernacular instead of Latin had a significant impact on the development of the written word in Europe. It helped the development of greater levels of literacy as the work was accessible to a wider population.
- He standardized the Italian language to some degree, which increased its prestige as an academic language and a language of literature that could be read by many.
- He inspired successive generations of writers such as Boccaccio—in both themes and in the use of the vernacular.

Geoffrey Chaucer

- Chaucer had a significant, albeit perhaps overrated, influence on the development and standardization of Middle English.
- He was also a translator who introduced French and Italian literature to England.
- His use of the vernacular encouraged wider literacy and increased the accessibility of the printed word.
- He introduced styles of comedy, satire and social comment that proved models for later writers.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

22. To what extent was **either** Christian **or** Islamic culture influenced by non-religious factors?

Candidates must consider the merits or otherwise of the suggestion that Christian or Islamic culture was, at least in part, influenced by non-religious factors. Opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- Historical accounts, mythology and stories that may have pre-dated Christianity or Islam contributed to the development of culture.
- Fetes and festivals such as harvest or solstice ceremonies played a role and often pre-dated the emergence of either faith in a particular area.
- The rise of vernacular languages introduced popular non-religious stories and accounts to the cultural scene.
- Military/chivalric life created a broad range of images and literature that added to Christian and Islamic culture.
- Non-religious architecture, for example, the design of houses, castles, ornaments and clothing were pervasive.
- The increase in literacy and the increased number of books created many opportunities for non-religious themes, illustrations and topics to become part of everyday life and popular culture.
- It is clear that religious influences, rules and proscriptions had a very significant impact but other sources of cultural development did thrive as noted above.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

23. “The greatest contribution to the intellectual development of the Islamic world was the translation of classical works from Latin and Greek into Arabic.” To what extent do you agree with this statement?

Candidates must consider the merits or otherwise of the assertion that the translation of classic works by Islamic scholars was their greatest contribution to intellectual development. Candidates may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- Islamic scholars collected a wide range of classical works that they installed in libraries in different centres such as Baghdad and Cordoba.
- In order to use these works they had to be translated into Arabic so that they would be accessible to many scholars in the Islamic world.
- These translations provided considerable stimulus and knowledge on a wide range of subjects particularly mathematics, science and astronomy.
- Muslim scholars developed academies and learning centres where individuals could gather and engage in the study of ideas that led to a wide range of new discoveries. Note, for example, individuals such as Avicenna and Averroes, both of whom wrote much original material.
- The size of the Islamic Empire made ideas from many cultures available to scholars and added to the development of wider knowledge.
- The respect and support for scholarship in Islam was a powerful force encouraging inquiry, study and debate.
- The multi-cultural environment of places such as Spain further increased intellectual development.
- Islamic scholars produced a wide range of original material on many subjects, which greatly furthered development as well as preserved and catalogued classical knowledge.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

24. Examine the importance of the great mosques to the intellectual and cultural development of the Islamic world.

Candidates are required to consider how significant the great mosques were in terms of their intellectual and cultural impact on the Islamic world. Candidates may look at both the immediate and longer-term impact of the great mosques.

Indicative content

- In terms of their architecture and art, the great mosques were models for other centres to emulate, and they reinforced and emphasized the values and teachings of Islam.
- They were centres of learning and teaching as well as centres for religious festivals and activities.
- They were examples of the wealth and power of a given society, dynasty and/or religion.
- They were also places of pilgrimage that were often revered.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

Topic 5 Religion and the state

25. Discuss the reasons for, and the results of, heresy in medieval Europe.

Candidates must offer a considered and balanced review of the reasons why heresy developed in medieval Europe and provide a supported conclusion regarding the results for the medieval European world.

Indicative content

Reasons

- There was discontent with the Church, which was perceived as wasteful and morally corrupt.
- New classical learning was influential: it improved literacy and enhanced knowledge of the scriptures and contributed to an awareness of the values of the early Church.
- Political reasons included rulers who wanted an excuse to seize territory or revenues or to reduce Church influence and power (for example in Languedoc).

Results

- There was violent suppression and persecution of heretics, for example the Albigensians.
- New monastic orders were founded to combat heresy.
- The inquisition was established to exterminate heretical movements.
- There was suppression of dissent and the prevention of discussion of significant issues within the Church, which allowed abuses to persist.
- Underlying opposition to the Church was continued and popular protests ultimately contributed to the split within the Church in the 16th century.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

26. Discuss the reasons for the establishment of Sunni Orthodoxy.

Candidates are required to offer a considered and balanced review of the reasons for the establishment of Sunni Orthodoxy. Responses will include a range of arguments, factors or hypotheses and opinions or conclusions should be presented clearly and supported by appropriate evidence.

Indicative content

- The movement to establish Sunni Orthodoxy began in the 11th century.
- There was a move to overthrow Shi'ite regimes led by the Seljuks who were Sunni. They sought to eliminate heresy and restore the Sunni caliphate.
- The Seljuks weakened Shi'ite regimes, including the Fatimids and Assassins.
- Sunni madrasas were established to counter Shi'ite teachings.
- The Sunni bureaucracy dominated the caliph's administration, and the Sunni religious classes were incorporated into state establishments. This reduced tensions between government and religious leaders.
- Sufism was endorsed and supported by Sunni Orthodoxy/administrations. This reduced interest in Shi'ism to some degree.
- The Ottomans were Sunnis and supported Sunni dominance.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

27. “Religious orders had a positive rather than a negative impact on the medieval European world.”
To what extent do you agree with this statement?

Candidates must consider the merits or otherwise of the suggestion that religious orders had both a positive and negative impact on the medieval European world. Candidates may argue that the impact was largely positive, largely negative, equally divided or fairly negligible; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

Positive impact

- They were models of piety, charity and examples of positive social values.
- Their social work was extensive, for example hospitals and orphanages.
- They were a refuge from a violent world.
- They contributed to improvements and reform in technology and science.

Negative impact

- Their corruption increased negative attitudes towards the Church.
- Their wealth was not always used for the benefit of the population.
- Their stated aims did not always match their actions and this enhanced cynicism within the population.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

28. Evaluate the results of disputes between rulers and religious leaders in the Islamic world.

Candidates must appraise the results of disputes between rulers and religious leaders, weighing up the importance or otherwise of the disputes in determining the outcomes for the chosen rulers and religious leaders.

Indicative content

- The opposition of religious leaders to secular rule led to internal strife and conflict and the decline and fall of dynasties (for example the Umayyad dynasty).
- Empires were undermined by the rise of sectarian groups who denounced the “immorality” of regimes or denied their right to rule.
- The rise of groups such as the Fatimids, was facilitated by religious opposition to the Abbasids.
- Many religious leaders withdrew from association with government and became a source of opposition and a rallying point for the discontented.
- It may be argued that, ultimately, the Islamic world was divided and weakened.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the “**best fit**” to the responses given by candidates and to **award credit wherever it is possible to do so**.*

29. Discuss the reasons for support of the Sufi Orders by the caliphate.

Candidates are required to offer a considered and balanced review of the reasons why the caliphate supported rather than opposed the Sufi Orders and their actions. Responses will include a range of arguments, factors or hypotheses and opinions or conclusions should be presented clearly and supported by appropriate evidence.

Indicative content

- The Sufis were supported by the Sunni caliphates, for example the Ottomans, because they did not represent a political challenge as did the Shi'ites.
- They were a supplement rather than an alternative to Sunni beliefs.
- They provided a passionate, mystical outlet that the austere Sunni doctrine did not.
- They provided the population with a spiritual outlet that prevented them from being attracted to other versions of Islam such as Shi'ism.
- Their styles of worship were more closely accessible to the population, with music, and songs attracting worshippers.
- Sufi saints and leaders were highly respected by the population.
- There was more to be gained by allowing and supporting Sufism than by prohibiting it.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required**.*

*Examiners and moderators are reminded of the need to apply the markbands that provide the **“best fit”** to the responses given by candidates and to **award credit wherever it is possible to do so**.*

30. To what extent do you agree with the argument that the power and influence of Henry II was substantially reduced as a result of his dispute with Thomas Becket?

Candidates must consider the merits or otherwise of the assertion that the Thomas Becket affair had a significantly negative impact on the reign of Henry II. Candidates may choose to agree, partially agree or disagree with the statement; however opinions should be presented clearly and supported with appropriate evidence and sound argument.

Indicative content

- Henry's position was not weakened by the Papacy, which did not impose a heavy penance on him.
- Henry easily suppressed the rebellion of 1173 that was inspired by his confrontation with Becket and there were no further uprisings against him.
- He continued his administrative and legal reforms without opposition.
- His relations with the Church were repaired and he had no further conflicts with them.
- However, Henry was forced to accept that he could not punish clerics in secular courts.
- He accepted the right of appeals from English Church courts to Rome; this was a concession of power and influence to the papacy.
- The martyrdom of Becket was a black mark on his reputation and a source of discontent that flared into rebellion in 1173 (although it was easily suppressed).
- Becket's martyrdom made him a popular saint in England and cast a shadow on Henry's reputation.

*The above material is an indication of what candidates may elect to write about in their responses. However, the list is not exhaustive and **no set answer is required.***

*Examiners and moderators are reminded of the need to apply the markbands that provide the **"best fit"** to the responses given by candidates and to **award credit wherever it is possible to do so.***