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MARKSCHEME

November 2014

HISTORY

ROUTE 1

Higher Level and Standard Level

Paper 2

25 pages

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 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.
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.   **Compare and contrast the methods used by *two* medieval European rulers to obtain and consolidate their power.**

Candidates should select **two** rulers. The focus of the response should be on the methods used by the rulers to obtain and legitimize or consolidate power. Narratives of the life of the chosen rulers will not score well.

The methods used to acquire power may include but not be limited to: military conquest or invasion; the defeat of internal rivals; inheritance; support of powerful groups both secular and religious; respect gained as a war leader or statesman.

The methods used to legitimize/consolidate power may include but not be limited to: alliances with powerful individuals or groups; support of religious authorities; elimination/suppression of rivals; issuing laws and edicts to reinforce one's authority; increasing military power to suppress opposition; increasing economic power; constructing a loyal bureaucracy to supervise and enforce authority; successful wars or conquests to improve image and reputation.

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2.   **Examine the methods used, *and* the degree of success achieved, by William I (1066–1087) in his attempt to establish his rule in England by 1071.**

The methods used by William may include but not be limited to: his gaining of papal support for his claim to the throne; his victory at Hastings killed his chief rival Harold and his brothers leaving no natural leader or rival to oppose him; he gave extensive lands to his supporters and built castles to establish his authority; his maintenance of Anglo-Saxon laws. He suppressed revolt through his military power and skill, and systematically destroyed all opposition in a severe fashion that discouraged future revolts. Examples may include: the Harrying of the North and Hereward the Wake; his transfer of more land and power to his Norman followers after 1069; the reduction in the wealth and power of Anglo-Saxons; his claim that all land in England belonged to the king and was held by nobles in return for feudal service.

The results may include but not be limited to: the fact that there were no further revolts after 1071 as rivals were either dead, banished or had submitted to him; he had strong military control over the country; he tightened the feudal system to ensure control by and loyalty to the king; he retained the Anglo-Saxon laws which gained him support of the population; he was able to control all aspects of society including the Church; he established a firm foundation of royal authority which lasted for generations; the English monarchy had more control over its lands than other European monarchs.

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3. **Examine the reasons for the overthrow of the Umayyads by the Abbasids.**

The reasons for the Abbasid success are related to the declining power of the Umayyads. The reasons for this decline may include but not be limited to: expansion of the empire made governing and maintaining unity increasingly difficult; the defeat by the Byzantines marked the end of expansion and caused a lack of confidence in the leadership; there was widespread discontent amongst non-Arab Muslims who were discriminated against by the dynasty; tribal feuds erupted throughout the empire resulting in widespread violence and civil war. The finances of the empire were weakened by the decision to allow more converts to Islam – they no longer paid taxes which reduced revenues; a renewed dispute about the legitimacy of the Caliph was launched by factions who supported the descendants of the fourth caliph, Ali. Other religious opposition was based on the criticism that the Umayyads had become corrupt power seekers who were not following the precepts of Islam. The merger of many of these opposition groups in the 740s led to an uprising under Abu Muslim which defeated the Umayyads and replaced them with the Abbasids.

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4. **"The creation and administration of legal codes were crucial to rulers seeking to expand their authority." With reference to *one* medieval European *or* Islamic ruler, to what extent do you agree with this statement?**

The ways in which the creation and administration of legal codes were crucial may include but not be limited to: the issuing of laws added to the prestige of the ruler; the new law codes allowed him to eliminate local practices and limit the power of local authorities who might oppose him; the new laws might gain the support of influential groups in society such as religious or urban interests. The concept of a powerful central authority would be reinforced. The administration of the laws would require the creation of courts and judges, which would enforce the laws throughout the land, replace local courts, and collect fines and fees to enrich the ruler. The royal courts with their attendant bureaucracy would provide another means of supervision and control of the territory and further reinforce royal authority.

Popular examples may be Charlemagne, Henry II, Abd al-Malik.

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5. **With reference to 'Abd al-Malik (685–705)** *or* **'Abd al-Rahman III of Spain (912–961)** *or* **Frederick I (Barbarossa) (1155–1190), examine his success as a ruler.**

Candidates must produce an analytical response, supported by relevant content, that addresses the level of success achieved by the chosen ruler.

'Abd al-Malik (685–705)
His accomplishments include but are not limited to: great territorial expansion of Islam, the suppression of revolts and civil wars including the second *fitna*; great administrative changes: creating a postal service, issuing the first Arabic coinage as a sign of power and influence of the Arabs and Islam, and making Arabic the language of the administration. He asserted the power and influence of Islam by an enormous building campaign including such important structures as the Dome of the Rock in Jerusalem, which overshadowed the buildings of other faiths. He was determined to display not only the power but the pre-eminence and permanence of Islam. This building also created the basis of Islamic art and architecture. It forbade figurative art in religious buildings which were decorated with verses from the Qur'an. He established the caliphate as an effective dynastic state as opposed to a religious one – this caused opposition and criticism from those who opposed this apparently worldly attitude.

'Abd al-Rahman III (912–961)
He was successful in defending his territory by suppressing rebellion, resisting an assault by the Fatimid and continuing to attack the Christian kingdoms in Spain.
He was a major patron of the arts and developed the library at Cordoba to its greatest extent – it rivalled any other in the world.
His reign marked the height of Umayyad power in Spain – his wealth and power were shown in the construction of his palace at Madinat al Zahra – one of the most opulent and sophisticated constructions in the world.
His reign was almost entirely successful although his attempts to expand his kingdom met with limited success.

Frederick I (Barbarossa) (1155–1190)
Frederick's aims included expanding his royal authority and power in Germany, creating internal peace in Germany, and recovering his power and influence over Italy and the Papacy.
In Germany, he was able to restore his authority by making peace with his rivals and powerful nobles. He forbade private wars in order to promote peace and order. He increased his authority by gaining firm control of the German Church through the appointment of bishops.
He was not successful however in maintaining his prohibition on private war and he was not able to develop a strong central bureaucracy which could enforce his policies.
He was absent from Germany for long periods of time and thus was not able to achieve his goals in the long term.
His attempts to recover Italy and control the papacy were unsuccessful and the numerous wars and conflicts reduced his strength and weakened his hold on Germany as well.

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6. **Evaluate the reasons for, and the results of, the efforts to limit the power of the nobility by** *either* **Angevin** *or* **Capetian rulers.**

The reasons for either the Angevins or Capetians to seek limits on noble power may include but not be limited to: nobles were a threat to royal authority, as they possessed financial, military and legal power that could challenge the monarch; some nobles claimed rights to the throne and might challenge the ruler for his position; nobles might join together or with rulers from other territories to challenge royal authority or replace the ruler; their wars with each other brought disorder and disunity to the kingdom; the desire of rulers to expand their authority and influence might be frustrated by the power of the nobility.

The results of the desire to limit noble power by both Capetians and Angevins may include but not be limited to monarchs: allying themselves with groups such as the Church and the middle class in order to increase their financial power and their authority in the kingdom; developing bureaucracies and legal systems to limit noble rights and enforce feudal duties on them; increasing their financial power, which allowed them to develop armies to suppress, defeat or eliminate rivals; increasing their moral authority and prestige by gaining religious support. Also, urban areas allied with the ruler and helped to undermine the power of the nobles whose privileges and power they resented and wished to limit.

It might be noted that this process of limiting noble power was a long term process and was not always successful. The nobility in England was able to limit the power of the ruler through Magna Carta, the Provisions of Oxford and the establishment of Parliament.

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Topic 2   Society and economy

7.   Discuss the reasons for the changing status of European peasants and serfs in the medieval period.

The reasons for the change in the status of the medieval serf/peasant may include but not be limited to: the growth of towns and trade, which provided alternative employment and residences for serfs/peasants, and which increased their wealth and freed them from feudal bonds. Many, however, were dispossessed from the land by the growth of the enclosure movement and the change to stock-raising from farming; this made many poor and homeless although towns might have provided a refuge. Famines and plagues decreased rural populations and gave the survivors a better standard of living, more economic power and an end to feudal obligations in some cases. Commercial agriculture brought an end to feudal systems and landholders adopted a more profit-oriented approach requiring fewer workers and changing feudal dues to tenancy agreements. The growth of central governments and the influx of new ideas in law, religion, *etc* caused a decline in traditional systems, reduced the importance of local lords and put emphasis on modernization and efficiency. This further eliminated the traditional feudal system and liberated peasants/serfs from the land and the control of the nobles.

Overall the status of peasants changed but one must note that not always for the better. While peasants might be freed from bondage to the land and feudal obligations, they might also lose their security and be forced into poverty and destitution.

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8.   Evaluate the impact that improved transportation had on medieval Europe.

Candidates should address the results of improved transportation and not merely list the various methods. The results of improved transportation may include but not be limited to: increased trade and growth of urban centres especially seaports; importation of new products from the Middle East and Asia; increased volume of trade within Europe, which expanded the merchant class, raised standards of living and developed new industries, occupations and towns. Ease of transportation aided government administration and the administration of complex organizations such as the Church. Improved transportation allowed for the spread and dissemination of knowledge over a wider area. It may also have aided in the spread of disease and plague.

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9.   Examine the role of the clergy in *either* medieval Europe *or* the Islamic world.

For a full analysis, candidates should examine both the religious and non-religious roles of the clergy in their responses.

The religious role of the clergy might include but not be limited to: the conduct of religious services, ceremonies and rites; the maintenance of shrines, organization of religious festivals, pilgrimages and celebrations may be addressed. In addition, missionary work was an important religious activity. Instructing individuals in the tenets of the faith was also important. The clergy also served as inquisitors to detect and eliminate heresy or opponents of Church doctrine or Islamic legal codes.

The non-religious roles of the clergy might include but not be limited to: teaching in church or mosque schools that went beyond religious instruction; operating orphanages, hospitals, refuges and other charitable activities, maintaining and administering religious property and finances; acting as counselors to members of the congregation in both religious and secular matters. In addition, they undertook the creation and administration of religious law and courts. Clergy also acted as advisers to rulers and served as officials, clerks and scribes in royal administrations. Others were judges, administrators of estates and legal experts.

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10. **"The importance of women in society was nearly always overlooked." With reference to *either* medieval Europe *or* the Islamic world, to what extent do you agree with this statement?**

Women played important roles, both economic and non-economic, in the medieval European and Islamic world. Their work is often overlooked or minimized in the historical record. Some reasons for this may include but not be limited to: the fact that virtually all rulers were male and therefore historical accounts are weighted in their favour; power, both feudal and administrative, was exercised by men and thus historical accounts contain only accounts of males in these fields; women possessed fewer legal rights than men in many societies and were often seen as possessions of their families to be used for political or financial gain (women were seen as adjuncts of their husbands or fathers not having any real independent role to play in business or society); the medieval period was dominated by war where men were the dominant personalities; the chroniclers were men, often priests, and often with a low opinion of women: rather like the medieval Church by and large. This meant that women's contributions were not studied, were minimized or not understood.

These factors also applied in the Islamic world in much the same manner with perhaps even tighter restrictions on women with respect to property ownership, ability to operate businesses and act as rulers.

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11. **"The growth of urban centres was the greatest force for social and economic change in medieval Europe." To what extent do you agree with this statement?**

Candidates who wish to support the statement may include but not be limited to the following in their responses. Urban centres: undermined the basis of the rural feudal world; they introduced new social classes and occupations to challenge the aristocracy for power; they introduced new forms of government as an alternative to traditional forms. The citizens of urban areas were not governed by the feudal system, and as their power grew, they further undermined the traditional feudal relationships of medieval Europe. Urban areas were centres of new ideas, products, business models and politics, essentially dynamic regions in contrast to the conservatism of the rural areas. Urban centres allied with monarchs to support central government and eliminate the power of the traditional aristocracy.

Their trade and manufacturing supported technological change, introduced and expanded banking and transportation, all of which served to change the medieval economy from subsistence to commercial agriculture. Urban centres imported and produced a range of products, which not only improved wealth and living standards but offered new opportunity to rural populations.

Those who wish to challenge the statement might argue that: change came from the importation of new ideas from the Islamic world; experiences during the Crusades had an impact; that the expansion of literacy and knowledge through universities and schools was significant; that the monasteries and other church institutions introduced much economic change, alongside technological and intellectual developments.

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12. **Examine the reasons for the design of the model Islamic city.**

Islamic cities were centres of religion, education, culture and economic activity.

They were organized to satisfy these major roles.
The central focus of the city was the great mosque and the buildings which housed activities related to the mosque.
The other central focus was the market where important commercial transactions would take place.

The population lived outside the central areas in residential quarters, which would have walls and be organized on the basis of religion, tribal or ethnic origin or occupation. These were self-contained and had mosques, markets and walls.
Further from the centre would be found the industrial areas, workshops and industries that were noisy, dirty and unpleasant.

The city was organized on the basis of function, to provide security to its inhabitants and to maintain the important values of Islam.

The government was not housed in the city, with the exception of police forces and market supervisors. The rulers had distinct cities devoted to government activities and containing the royal palace, garrisons, courts, and administrative offices.
The rulers lived separately for reasons of security, to express power and to be free of popular pressure.

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Topic 3   Wars and warfare

13.   **"The territorial ambition of rulers was the most important cause of wars in the medieval period." To what extent do you agree with this statement?**

This question deals with the various causes of medieval wars. Candidates should select at least two wars and determine to what extent territorial ambition was the most important cause of the wars. The focus should be on the causes of the wars chosen not the events or outcomes. Popular choices will be the Crusades, the Hundred Years War, Wars of the Roses, Anglo-French wars of the 12th century, the wars of Charlemagne, the *Reconquista* and the struggles of the Holy Roman Emperor in Germany and Italy. Candidates should present a well-structured response supported by analytical content.

Causes other than territorial ambitions may include but not be limited to: religion; dynastic ambitions; personal rivalry or hatred; family quarrels or disputes; a desire to assert or defend one's right and powers as in the case of the papacy versus temporal rulers; desire for recognition and fame; control of trade routes or commercial centres.

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14.   **Examine the military success of *two* of the following war leaders: Louis VII (1137–1180); Richard I (1189–1199); Edward III (1307–1327); Khalid ibn al-Walid (d.642); Nur al-Din (1146–1174); Salah al-Din (Saladin) (1174–1193).**

Candidates must analyse the military career of the chosen leaders, rather than narrative and/or descriptive accounts of their lives.

Candidates should assess the extent to which these leaders were able to achieve their military goals or aims. This may involve some discussion of the methods, tactics and strategies employed in an attempt to achieve their goals or objectives.

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15. **"Good leadership was the most important reason for the Muslims' defeat of the crusading movement." To what extent do you agree with this statement?**

This question deals with the reasons for the defeat of the Crusading movement by the Islamic world. Candidates must determine to what extent the leadership of the Islamic world as shown in such individuals as Salah al-Din, Nur al-Din and Baybars was the most important factor in the defeat of the Crusaders.

The contribution of these leaders was significant in that they unified the Islamic opposition and were able to defeat the Crusaders in the Second Crusade and prevent the West from recovering Jerusalem in the Third Crusade, recover Islamic territory, raise Islamic morale and end the disunity which had weakened Islam at the time of the First Crusade. Baybars and the Mamluks completed the defeat of the Crusaders in the 13th century.

Candidates will have to analyse the importance of leadership in relation to other factors such as the divided leadership of the Crusaders and the internal struggles that weakened them, their small numbers insufficient to garrison their conquests, the lack of support from Europe and the diversion of Crusading resources to internal crusades such as the Albigensian Crusade. The failure of the Second and Third Crusades further weakened the movement and reduced support from Europe. In addition, the loss of support from the Byzantine Empire and the retreat of the Mongols also weakened the Crusading movement.

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16. **"English success in the Hundred Years War during the period 1337 to 1396 was the result of French errors and weakness." To what extent do you agree with this statement?**

The reasons for English success in this part of the Hundred Years War will involve a discussion of both English strengths and French weaknesses and/or errors. Candidates should demonstrate an awareness of both elements although the response need not be evenly divided between the two.

The evidence of English strength may include but not be limited to: the military leadership of Edward III and the Black Prince was superior to the French leaders; the English army had developed new tactics such as use of the longbow and the decision to fight on foot that had been learned in wars with Scotland and Wales. These tactics and weapons were superior to those of the French. England was also aided by alliances with Flanders, which posed a threat to France in the north, and the rulers of Brittany and Normandy who gave support to England.

The French weaknesses that contributed to the English victory may include but not be limited to: internal dissent in France and resentment of the government that caused some provinces to defect to the English; French military tactics were very poor in the face of the English resulting in disastrous defeats which destroyed their armies and reduced the prestige of the government; the capture of the French king John in 1356 further undermined the ability of France to resist or defeat England. The internal dissension in France increased with the demands of the Estates-General in 1356, the separatist movement of several provinces and the anarchy in the country caused by the constant depredations of the Free Companies.

All of this divided and impoverished France so that organized resistance to the English was weak and unsuccessful.

It might be noted that when France was able to produce a more effective leader in the form of Charles V, they achieved some success but this was neither consistent nor long-lasting.

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17. **Evaluate the impact of the civil wars (*fitna*) of 656 to 661 and 683 to 685 on the Islamic world.**

The question refers to the two civil wars or *fitna* that took place in the 7th century.

The results of the first *fitna:* Ali was deposed as caliph and replaced by Mu'awiyah who founded the Umayyad dynasty. Discontent over the deposition of Ali led to the formation of the Kharijite sect that wanted a purer form of Islam. The deposition of Ali also led to the formation of the Shia sect who opposed the Umayyad caliphs – this created permanent division amongst Muslims. The centre of the Islamic world moved from Mecca and Medina to Damascus, and this was one of the causes of the second *fitna* as was the continued debate over the succession that resulted from the supporters of Ali refusing to accept the caliph as legitimate.

The second *fitna* resulted in the death of Ali's son Husain, this intensified the anger of the Shia and further deepened the divisions in the Islamic world. Civil war continued after the death of Husain and was not finally ended until 691 when all the rebel groups were crushed. This confirmed the power and rule of the Umayyads.

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18. Examine the challenges that faced medieval European rulers in raising and maintaining their armies.

The difficulties experienced by medieval European rulers in raising armies may include but not be limited to: powerful vassals may have refused to fulfil their obligations to provide troops and the monarchs lacked the power to compel them; many nobles were reluctant to leave their estates undefended through fear of attack from rivals; poor transportation and communications meant that the process of assembling an army was slow and difficult; monarchs often lacked the money to hire troops, collect supplies and equipment necessary for an army; the monarch's reputation as a military leader may have made it difficult to gather support.

The challenges in maintaining an army may include but not be limited to: difficulty in acquiring adequate supplies of food, equipment to maintain the army in camp and on campaign; the feudal levy was often only of 40 days duration, after which many nobles and their troops would leave; supply systems made it impossible to feed large numbers of troops for any length of time; disagreements amongst powerful nobles might lead to a division or break-up of the army; campaigns could only be conducted in the summer after which the troops often went home to take part in the harvest. Disease was a major problem which decimated armies.

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Topic 4   Intellectual, cultural and artistic developments

19.   Examine the origins of the 12th century renaissance in medieval Europe.

The reasons for the origins of the 12th century renaissance may include but not be limited to: a revival of the study of classical disciplines such as law and medicine, which brought new interest in ancient texts both in terms of knowledge and methods of reasoning; the influx of new ideas from Spain of both classical and Islamic knowledge provoked debates on religious doctrine, logic and science; the growth of the number of schools produced intellectual activity that led to the emergence of teachers and thinkers like Abelard who sought to question traditional beliefs; the introduction of Aristotle and other classical scholars provoked widespread debate on many issues; the exposure to new ideas and cultures as a result of the Crusades was influential as was the emergence of a wealthy leisure class who had time to engage in thinking and intellectual pursuits. New ideas in art and architecture such as Gothic inspired new directions in many cultural areas.

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20.   Discuss the influence of the Christian religion on medieval European cultural activities.

The influence of the Christian religion on medieval European cultural activities was very substantial.

Medieval cultural activities such as fairs, festivals, processions and pilgrimages were usually inspired by religious events such as Easter, Christmas, Lent or individual figures such as saints. Saints' days were often holidays and a time for celebration, games, feasting and drinking that were a part of medieval cultural life. The medieval calendar was based on the activities of the Church from the Sabbath to saints 'days to activities related to a specific religious activity such as Christmas, Easter etc.

All festivals and celebrations in the medieval period would include a religious element or activity such as a religious-themed procession, mass or pilgrimage.

There were few cultural activities that were not related to religion as art and architecture and literature were dominated by religious themes, supervised, patronized and inspired by the church or holy scriptures. Education was dominated by the Church; nearly all writers and literature were either churchmen or church-inspired.

The cultural life of most medieval Europeans was very limited due to poverty and lack of education. What culture they were exposed to would have been overwhelmingly dominated or influenced by religious institutions and themes

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21. **Examine the impact of religion on the intellectual development of *either* medieval Europe *or* the Islamic world.**

The ways in which cathedrals and mosques contributed to intellectual development may include but not be limited to: the fact that they were the creators and supporters of schools and learning centres within their buildings; the clergy of these institutions acted as teachers of both religious and non-religious subjects; they were the models for other schools founded by governments, private individuals or smaller religious centres; their wealth allowed them to fund and support students who wished to attend but who lacked resources and their libraries became centres for study and scholarship; they attracted great scholars who based themselves in the mosque or cathedral from which they were able to instruct other teachers and scholars and thus expand knowledge. The respect that individuals had for cathedrals and mosques added to the status of scholarly pursuits and education in society. Cathedral schools became the genesis of medieval universities in many cases.

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22. **To what extent was the medieval period a cultural golden age in the Islamic world?**

The medieval period was the height of the Golden Age in the Islamic world. Candidates may refer to the numerous areas of scholarship and intellectual development in all disciplines: mathematics, medicine, philosophy, literature, poetry and theology.
The scholarship carried out in Spain in this period, as well as the inspiration of the Abbasid dynasty under Harun al-Rashid, were major forces in the development of the Golden Age. The rise of other groups who celebrated scholarship such as the Fatimids further increased the achievements in this period. It can be contrasted with the decline of intellectual development with the Mongol invasions, collapse of the Fatimids and the decline of Muslim rule in Spain.

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23. **"The universities of Europe were a powerful force for change." To what extent do you agree with this statement?**

Candidates are required to produce an analytical response which contains their degree of support for the statement in this question.

In support of the statement the points may include but not be limited to: the development of universities into intellectual centres where new ideas, methods of reasoning and thinking were constantly developing and changing, for example, the works of individuals such as Peter Abelard, which challenged traditional views, were widely discussed in them; they were centres for pragmatic disciplines such as law and medicine, which expanded knowledge and challenged traditional ideas; they also expanded the study of experimental science that changed the view of the world, and challenged religious explanations of the natural world; they were conduits for the revival of classical knowledge and the intellectual developments from Islam that came by way of Spain. Aristotle and other classical thinkers became popular as a result of the work of the universities. This forced changes in theology as shown by the work of Aquinas.

Universities were dynamic centres for change where new ideas could be discussed and developed. The graduates of the universities took these new ideas into government, the Church, law, science and business, and helped promote change in many fields. In addition, they were multi-cultural institutions which attracted students from all over Europe. These students returned to their home countries and helped spread the new ideas more widely.

Those who wish to challenge the statement may point out that many universities were controlled by both the government and the Church and thus their ability to create change was, to a degree, limited. It might be pointed out that other factors were as crucial or more crucial in causing change such as the changing economic structure of Europe, new central governments, wars and plagues, increasing wealth and literacy.

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24. Examine the impact of increased scientific study on medieval Europe.

This is a broad topic that will allow candidates to consider the impact of areas such as medicine, optics, chemistry, cartography and mathematics. In addition candidates may choose to comment on the impact created by scholars who had an interest in science such as Bacon and Grosseteste, as well as the medical schools of Italy and those examining the classical science texts coming from Spain. The teachings and reputation of these individuals may be seen as having an important impact as they created a new area of scholarship in the universities, published books and pamphlets and attracted many adherents who wished to pursue scientific studies.

Candidates may wish to comment on the effect of science as creating challenges to church doctrine and how this may have weakened faith or led to heretical developments. Increased knowledge had economic impacts, it expanded university curricula and created a new group of scholars and teachers interested in science. New technologies also emerged as a result of the expansion of knowledge in areas such as chemistry. The Church was forced to respond to the challenges that science helped to create, and this led to the founding of the Franciscan and Dominican orders as well as the work of Aquinas.

The study of Greek and Roman science was expanded as interest and awareness developed and this improved man's knowledge of the world and led to a greater confidence in man's ability to understand the physical world. This was a component of the 12th century renaissance and a foundation of the humanism of the 15th century Renaissance. In addition the new interest in science led to an increase in demand for books as more individuals became interested in the discipline.

Overall, candidates should see the expansion of science as a force for change and the beginning of a more secular focus in the European world. There are a number of areas that may be discussed and any relevant material should be credited.

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Topic 5   Religion and the state

25. Examine the reasons why the temporal power of the Papacy increased in Europe during the medieval period.

The temporal power of the Papacy increased significantly from the 11th century onward. The reasons for this increase may include but not be limited to: Gregory VII asserted in the Dictatus Papae that popes were superior to temporal rulers and could depose them for bad conduct; this encouraged a number of activist popes to exert their influence over temporal rulers in many non-religious areas such as the law, dynastic disputes and territorial disputes; the possession of extensive landholdings also caused the Papacy to increase its military and financial power in order to defend and expand its holdings against other rulers.

The papacy collected taxes and controlled estates in many areas of Europe which involved it in contracts, legal and territorial disputes in defence of its wealth and influence. The papacy intervened against temporal rulers to protect the rights of clergy, church property and the right to collect taxes against the desire of many rulers to put these matters under their control.

The moral authority of the papacy allowed it to influence the behaviour of medieval rulers in temporal matters. Many rulers sought the support or influence of the pope in disputes with rivals over land, dynastic rights, marriages, divorces and finances. This gave the papacy increased influence in the temporal affairs of many states. The ability of the pope to impose sanctions on rulers such as excommunication also gave the papacy great power which it could use to expand its authority or defend its interests against the efforts of temporal rulers to limit papal rights to property, taxes *etc*.

The reliance of many rulers on clerics as government administrators, educators and advisors was another vehicle by which the influence of the papacy in temporal affairs could be increased.

Candidates should support their answers with relevant content and references to specific popes and rulers.

Popular choices for rulers will be Henry IV, the Holy Roman Emperor, John I, Henry II, Phillip II. Popular choices for popes may include: Urban II, Gregory VII, Innocent III, Alexander VI.

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26. Compare and contrast the religious life *and* work of *one* monastic and *one* itinerant order.

The monastic orders were the first ones established by the Church. They began under the rule of St Benedict in the 6th century.

They were established in remote locations as retreats from the violence and confusion of the world. The tradition remained that they should be remote places of prayer and contemplation: refuges where individuals could go to seek salvation through prayer, work and contemplation.

Their work, apart from providing models of religious devotion and asceticism, became of a charitable nature as they established schools, hospitals and orphanages within the grounds of the monastery. Monasteries housed libraries and produced manuscripts as part of their work of study and contemplation. Individuals went to the monastery to seek help. The monks did not go out amongst the population to any great degree. Some monks became popes and were leading spokesmen for the Church in the early years. Monasteries were permanent foundations with property and income.

The itinerant orders were founded in the 13th century and had a very different role to play. Their work was to be focused in urban centres amongst the population. They had no permanent establishments at the outset but wandered through the towns and countryside. They were to live an active life with the people; not apart from them as was the case for the monastic orders.

Their role was not contemplation or prayer but preaching and teaching. The particular goal was to combat heresy which was increasing in the 13th century. In this way they became the leaders in the persecution of heretics through the Inquisition. Their activism also led them to take a leading role in missionary work in the Middle East and the New World.

Their other notable role was as scholars and teachers at the universities. Itinerant orders and their members were devoted to a life of poverty and humility and were admired for this in contrast to the monasteries, which were often seen as wealthy and corrupt. They were also different from monks in that they took on the roles of the priests and became part of Church administration as pastors, bishops, and inquisitors.

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27.   Examine the reasons for the Sunni/Shia divide.

The reasons for the Sunni-Shia divide may include but not be limited to: the Sunni/Shia divide dates from the first *fitna* and is based on a dispute over the succession to the caliphate. The Shi'ites supported the claim that only those descended from the Prophet could be caliph, while the Sunni position was that the caliph could be chosen based on merit.
The Shi'ites recognized only Ali as a legitimate leader amongst the first four caliphs and demoted the first three caliphs as not being true imams.

The two *fitnas* in which the descendants of Ali were defeated and killed deepened the conflict between the two groups and made it a permanent part of the Islamic world.

The divide was also caused by rivalry for the Caliphate and territorial conflicts, as between the Ottomans and Safavids.

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28.   "Religious institutions limited the social and political development of medieval Europe." To what extent do you agree with this statement?

Religious institutions would include cathedrals, churches, monastic and itinerant orders, and schools.

Some points in support of the statement may include but not be limited to: religious institutions were centres of education and founded schools and universities, monastic orders such as the Cistercians made significant improvements in agriculture; religious institutions supported the work of artist and architects and developed new styles and approaches; religious institutions supported the work of scholars like Bacon, Aquinas and Grosseteste who promoted science and the study of new ideas; religious institutions also supported political changes in favour of central governments and a more ordered society.

Some points which would contest the statement would include but not be limited to: religious institutions were opposed to change that threatened their privileged positions or beliefs; they sought to limit discussion of science or philosophical concepts that would challenge church doctrines; they used the Inquisition to persecute anyone who sought to challenge their doctrines; they supported hierarchy and traditional social structures and sought to protect their wealth and power from any form of challenge: social, political, religious or economic.

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29.   Evaluate the reasons why *one* religious opposition movement developed in *either* medieval Europe *or* the Islamic world.

Candidates are asked to assess the reasons for the growth of a religious opposition movement. The response should focus on the reasons and not simply recount the history of the movement.

The reasons for the growth of religious opposition movements may include but not be limited to: doctrinal disputes between different groups; disputes over the leadership of the religion; emergence of new ideas or interpretations to challenge orthodox views; accusations of corruption or misconduct against religious leaders, charismatic individuals who encourage criticism of the religious establishment.

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30.   Examine the reasons for, and the results of, anti-Semitism in medieval Europe.

The reasons for anti-Semitism in Europe may include but not be limited to: religious condemnations as Deicides, increasing religious fanaticism associated with the Crusades and the persecution of heretics, general ignorance which accused Jews of practising blood rituals with abducted Christian children; holding them responsible for the Black Death and other natural calamities. Jews were also persecuted by rulers and nobles who owed them money; killing or expelling Jews allowed the debtors to escape their obligations. The increasing number of Jews after CE1000 may also have caused hostility as they played a larger role in the growing economy as merchants and money-lenders. The fact that Jews often lived apart, dressed differently and had different customs caused hostility and suspicion.

The results of this anti-Semitism may include but not be limited to: repeated attacks on Jewish populations resulting in many deaths and destruction of property; Jews being expelled from European countries at different times, or having their property confiscated; they were forbidden to take part in many aspects of medieval life and had limited rights. Europe suffered considerable loss of talented individuals – many went to the Islamic world where they were well-received. Their work strengthened the Islamic world in many areas of scholarship, science and medicine.

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