

**GCE**

**History A**

**Unit : Y309/01 The Ascendancy of the Ottoman Empire 1453 -  
1606**

Advanced GCE

**Mark Scheme for June 2018**

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
This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

| Annotation  | Meaning of annotation  |
|---|--|
|    | Blank Page   |
|    | Highlight  |
| Off-page comment  |  |
|    | Assertion  |
|    | Analysis   |
|    | Continuity/Change  |
|    | Evaluation   |
|    | Explanation  |
|    | Factor   |
|    | Illustrates/Describes  |
|    | Irrelevant, a significant amount of material that does not answer the question |
|  | Judgement  |
|  | Knowledge and understanding  |
|  | Simple comment   |
|  | Synthesis  |
|  | Unclear  |
|  | View   |

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

| Question | Answer/Indicative content  | Mark | Guidance   |
|----------|--|------|--|
| 1        | <p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of why Suleiman decided to attack Hungary in 1526.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b> answers might claim that Interpretation A infers that Suleiman was motivated by a feeling he had been insulted, a need for revenge and the perception that the Hungarians were complacent/weak.</li> <li>• <b>In evaluating Interpretation A, answers might argue that</b> soon after Suleiman took over as ruler his ambassador in Hungary was treated disrespectfully by King Lajos and this became a pretext for war.</li> <li>• Answers might argue that the Hungarians appeared complacent with respect to the defence of Belgrade; the garrison there numbered only 700.</li> <li>• Answers might argue that the Hungarians were oblivious to the importance of the capture of Rhodes in 1523.</li> <li>• Answers might argue that despite Suleiman's success in Egypt the Hungarians continued not to take the Ottoman leader seriously.</li> <li>• Answers might argue that the Hungarian decision to set up a defensive camp at Mohacs underestimated the power of Suleiman's army.</li> <li>• <b>In locating the Interpretations within the wider historical debate,</b> answers might argue that Interpretation B argues that Suleiman was in a strong position to take Hungary and thus legitimize his position as a conqueror; he was also motivated to stop the Hungarian challenge to his authority.</li> <li>• <b>In evaluating Interpretation B,</b> answers might argue</li> </ul> | 30   | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul> |

| Question | Answer/Indicative content  | Mark | Guidance   |
|----------|--|------|--|
|          | <p>that Suleiman's succession was peaceful as he was Selim's only son.</p> <ul style="list-style-type: none"> <li>• Answers might argue that although Suleiman was in a strong position in 1521 his success in taking Belgrade was down to the Ottoman Grand Vizier disobeying an order to adopt diversionary tactics.</li> <li>• Answers might argue that Suleiman's reputation was undoubtedly enhanced with the taking of Belgrade and Rhodes; Mehmed II had failed to do this.</li> <li>• Answers might argue that Suleiman showed confidence, bravery and intelligence in his victory at Mohacs (in the face of the general threat from the Hapsburgs and also Portugal).</li> <li>• Answers might argue that the major political crisis that ensued in Hungary after the Battle of Mohacs showed that the Hungarian challenge was still difficult to deal with.</li> </ul> |      |  |
| 2        | <p><b>How far was the success of the Sultans in governing the Ottoman Empire from 1453 to 1606 due to their army recruitment policies?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question, answers might consider</b> that throughout the period sultans placed emphasis on the need to govern through the use of 'Slaves of the Porte'.</li> <li>• <b>Answers might consider</b> the impact of Bayezid's decree on the collection of prisoners for imperial service (1493).</li> <li>• <b>Answers might consider</b> that sultans also made effective use of the <i>devshirme</i> or 'collection' system to recruit armies.</li> <li>• <b>Answers might consider</b> the significance of the <i>Laws of the Janissaries</i> and how this impacted on the</li> </ul>   | 25   | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer/Indicative content   | Mark | Guidance |
|----------|---|------|----------|
|          | <p>recruitment, training and effectiveness of Ottoman armies.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the expansion of and relative stability within the empire showed the importance of the army recruitment policies.</li> <li>• <b>In challenging the hypothesis in the question, answers might consider that</b> army recruitment policies were not the only factor that influenced success: central and provincial institutions of government, the legal system, taxation policy and the establishment of a sea fleet were also crucial.</li> <li>• <b>Answers might consider</b> the roles of the royal palace, the royal household and the imperial council in the successful organization and administration of the empire.</li> <li>• <b>Answers might consider</b> that the system of provincial administration through governors, the sanjak system, fiefs and peasant tenements were highly effective especially in the sixteenth century.</li> <li>• <b>Answers might consider</b> the concept of legal communities, the ‘sponsorship’ of sacred law, the training of muftis and judges and developments in secular law as factors that influenced governance.</li> <li>• <b>Answers might consider</b> that taxes related to fief-holders, treasury taxes, treasury deficits, tax collection, payment systems and the quality of tax officials all impacted significantly on government.</li> <li>• <b>Answers might consider</b> the function of the Ottoman fleet as a tool of government.</li> </ul> |      |          |

| Question | Answer/Indicative content   | Mark | Guidance   |
|----------|---|------|--|
| 3        | <p><b>'The Ottoman rulers consolidated power in vassal states mainly through taxation policy.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question, answers might consider</b> that the bulk of revenue came from taxes on agricultural land and crops and was used to support <i>timar</i>-holders.</li> <li>• <b>Answers might consider that</b> taxation policy was the same in many key vassal states especially Rumelia, Anatolia and Syria.</li> <li>• <b>Answers might consider that</b> despite some standardization there was also flexibility within the tax system which made it more acceptable to some states.</li> <li>• <b>Answers might consider that</b> from the 1490s to the 1570s the treasury rarely experienced a deficit which had a positive impact on the members of vassal states.</li> <li>• <b>In challenging the hypothesis in the question, answers might consider that</b> rulers consolidated power by using other methods such as the appointment of 'local leaders', religious toleration, enslavement, repression and the introduction of meritocracy.</li> <li>• <b>Answers might consider that</b> by the time of Bayezid I and Mehmed II vassal governors were replaced by Ottomans.</li> <li>• <b>Answers might consider that</b> religious toleration was especially evident in the Ottoman legal system with acceptance of some shari'a principles.</li> <li>• <b>Answers might consider the</b> impact of the policy of 'Slaves of the Porte' on the vassal states.</li> </ul> | 25   | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |

| Question | Answer/Indicative content  | Mark | Guidance   |
|----------|--|------|--|
|          | <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the use of the army to control vassal states and, in particular, to put down regional rebellions.</li> <li>• <b>Answers might consider the</b> change in the appointment of <i>sanjak</i> governors; before the 1580s they came from the lower ranks but after this time mainly from the palace and other great households.</li> </ul>  |      |  |
| 4        | <p><b>‘Ottoman expansion in the period 1453 to 1606 affected the Austrian Hapsburgs more than any other power in Europe’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question, answers might consider</b> the expansionist aims and policies of Mehmed II.</li> <li>• <b>Answers might consider the</b> ongoing conflict with Hungary and the impact of the Battle of Mohacs (1526).</li> <li>• <b>Answers might consider</b> the significance of the siege of Vienna (1529).</li> <li>• <b>Answers might consider</b> Suleiman’s plan to invade Hapsburg territory in Italy in 1537.</li> <li>• <b>Answers might consider</b> Murad III’s reaction to Stephen Bathory’s transference of allegiance to the Hapsburgs.</li> <li>• <b>In challenging the hypothesis in the question, answers might consider</b> the consequences of Ottoman expansion on relations with Spain.</li> <li>• <b>Answers might consider the</b> consequences of Ottoman expansion on relations with France (including the Franco-Ottoman alliance).</li> <li>• <b>Answers might consider</b> Ottoman incursions in Venice and the surrounding area.</li> </ul> | 25   | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul> |



| Question | Answer/Indicative content   | Mark | Guidance |
|----------|---|------|----------|
|          | <ul style="list-style-type: none"><li>• <b>Answers might consider the</b> significance of the Battle of Lepanto (1571) as it impacted on European rulers.</li></ul> |      |          |

APPENDIX 1 – this contains the generic mark scheme grids

|                                  |  |
|----------------------------------|--|
|                                  | <i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>  |
|                                  | <b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>  |
| <b>Level 6</b><br>26–30<br>marks | The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.   |
| <b>Level 5</b><br>21–25<br>marks | The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.  |
| <b>Level 4</b><br>16–20<br>marks | The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.  |
| <b>Level 3</b><br>11–15<br>marks | The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question. |
| <b>Level 2</b><br>6–10<br>marks  | The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.  |
| <b>Level 1</b><br>1–5<br>marks   | The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.  |
| 0 marks                          | No evidence of understanding and no demonstration of any relevant knowledge.   |

|                                  |   |
|----------------------------------|---|
|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>   |
|                                  | <b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>  |
| <b>Level 6</b><br>21–25<br>marks | The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.                            |
| <b>Level 5</b><br>17–20<br>marks | The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>13–16<br>marks | The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>9–12<br>marks  | The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.                                       |
| <b>Level 2</b><br>5–8<br>marks   | The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation.<br>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. |
| <b>Level 1</b><br>1–4<br>marks   | The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis.<br>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.   |
| 0 marks                          | The answer contains no relevant information.  |

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