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**HISTORY**

**9769/22**

Paper 2b European History Outlines, c.1400–c.1800

**May/June 2016**

**MARK SCHEME**

Maximum Mark: 90

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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*These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.*

## **Introduction**

- (a) The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

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### **Band 5: 25–30 marks**

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

### **Band 4: 19–24 marks**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

### **Band 3: 13–18 marks**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

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### **Band 2: 7–12 marks**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

### **Band 1: 1–6 marks**

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

### **Band 0: 0 marks**

No evidence submitted or response does not address the question.

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### Section 1: c.1400–c.1461

#### 1 What best explains the protracted nature of the Great Schism?

**AO1** – The question concerns the reasons for the longevity of the Schism and the problems encountered by those who tried to reunite the Church under a single spiritual leader; for example, the refusal of incumbents of the rival papacies to compromise in any way. Candidates could refer to the tradition established by the Avignon Papacy, the international ‘taking of sides’ and the personalities of the popes involved.

**AO2** – Explanations for the protracted nature might include the refusal to accept the sensible compromises of Pisa, and the time it took for awareness of the harm being done to both the papacy and the Church in general to sink in to the minds of decision takers. There was also the role of the King of France to be considered, and there was a wider antagonism between France and Italy. Europe also took sides, with Castile and Aragon amongst others supporting the Avignon papacy, while much of central Europe supported the Roman Pope. It was much more than an internal Church argument.

#### 2 To what extent did their relationships with external powers influence the development of the Italian city states in this period?

**AO1** – The question concerns the impact on the Italian city states’ development of the various relationships they had with foreign powers. The five principal territories to consider are Milan, Florence, Venice, the Papal States/Rome and Naples, although not all need to be covered. Issues which could be considered are the control that Milan exercised over the passes between France and Italy, and the ‘Iberian’ impact on Naples.

**AO2** – The extent to which external powers, such as the Empire, France, Spain and the Ottomans, impacted on the city states needs to be contrasted with other factors such as the strong separatist traditions, the traditional rivalries, the agricultural resources of Milan and the international connections of a city like Venice. There were religious and dynastic considerations, and the quality of local government and the republican traditions of Venice all played their part.

#### 3 ‘The Hussite rebellion was more about nationalism than theology.’ Discuss this view.

**AO1** – The question concerns both the causes of the outbreak and the reasons for its continuation well into the fifteenth century. For example, anti-German feeling compounded by Hus’ support for the ideas of Wycliffe could be used when explaining the former, and the Emperors’ refusal to uphold the safe-conduct for the latter.

**AO2** – There is a good case to be made for both, and they were intertwined. Anti-clericalism blended with anti-‘Romanism’ and theology with foreign domination and Bohemian nationalism. The ideas of Hus might well be considered in some depth, and the later Utraquists/Taborites split might be brought in to explain and illustrate both continuation and the theological aspect of the question. Separating theological advances from dislike of certain Roman Catholic practices such as indulgences is challenging, but may be an approach attempted.

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**4 How important was good leadership in explaining the development of Valois Burgundy in the period 1434–1467?**

**AO1** – The question concerns the reasons for the growth in status and overall development of Valois Burgundy primarily in the reign of Philip the Good; for example, the excellent basis laid by Philip the Bold, Philip the Good’s ability to take advantage of the French and English conflict of the period and his own longevity and wealth.

**AO2** – The role of good leadership by the Burgundian leaders, the two Philips and John the Fearless, could be considered as well as a range of other factors relating to the Kingdom itself. External factors could also be considered such as the weakness of France after Agincourt and the continuity provided by Philip the Good’s long reign. An excellent basis had been laid in the fourteenth century with a growth in both wealth and cohesion. The prosperity of the Low Countries was clearly a major factor to be considered, as well as the quality administration and sensible decisions of leadership. Both John and the second Philip made errors, and the diplomacy of both could be at fault, but certainly there is a good case to be made arguing for the importance of quality leadership.

**5 ‘English incompetence best explains the outcome of the Hundred Years War.’ Discuss.**

**AO1** – The question concerns the principal reasons for the final outcome of the Hundred Years War, for example, the competence of Henry VI and his military leaders such as Bedford and Talbot, the revival within France of the monarchy and other factors such as English political disunity.

**AO2** – There are a wide range of possible explanations for the outcome of the war and they might consider specifically English factors like the long minority of Henry VI and the competence of both his political as well as military leaders and advisors. The military revival of France under Charles VII could also be seen as a major factor, and also the skills of Louis XI in dealing with his internal enemies as well as his external ones could be seen as very important. Resources played a large part in it all, as did actual will, especially after the defeat at Castillon.

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## Section 2: c.1461–c.1516

### 6 What best explains the outbreak and continuation of the Italian Wars 1494–1516?

**AO1** – The question concerns the reasons for both the initial outbreak and then the longevity of the Italian Wars up to 1516; for example, the ambitions of French rulers as well as those of the Habsburgs. Candidates could refer to the role of the papacy as well as disputes between individual Italian city states which dragged in foreign rulers.

**AO2** – Explanations of both the initial outbreak and why the conflict lasted to 1516 (and reasons which go on into the 1520s need not necessarily be excluded) might include: a desire to acquire the wealth of the Northern Italian states and dynastic disputes between Milan and Naples, with leaders like the Sforzas of Milan being prepared to invite in France against Venice. Simple French-Imperial rivalry was also a factor which could be considered, as well as control of the papacy, the easy availability of Swiss mercenaries and a desire to gain greater control of the Mediterranean and its wealth.

### 7 Was the post-conciliar papacy dominated by secular interests?

**AO1** – The question concerns the primary focus of the post-conciliar papacy and the extent to which purely secular interests dominated to the neglect of the religious; for example, the aspirational 'renaissance' ideals of Pius II, the nepotism of Sixtus IV, and the treatment of Savonarola by Alexander VI. The absence of any serious reform and the presence of issues which aroused the concern of Luther later could also be stressed, as well as the growth of what became major concerns to the reformers such as indulgences and the increasing involvement of the popes in both Italian and wider conflicts.

**AO2** – The issue of dominance needs to be dealt with and the satire of Erasmus' 'In praise of folly' might be utilised to highlight papal priorities. There are few, if any, examples of papal activities which would enhance the standing of the Roman Catholic Church; it was mainly individuals like Cisneros who achieved anything resembling the needed reform. The need to raise money, develop and support a family dynasty, play politics, provide military leadership like Julius II and patronise the arts seemed to be the dominant concerns of the papacy in the period.

### 8 What best explains the rapid expansion of the Ottoman Empire in the period c.1451–1520?

**AO1** – The question concerns the principal reasons for the expansion of the Ottoman Empire in the period and might include factors such as the weakness of their opponents and the particular military and naval skills of the Ottomans themselves. Candidates could refer to the lack of good 'Western' leadership and the degree to which the Ottomans were prepared to innovate both in their fighting methods and in the way they ran their Empire and conquered territories.

**AO2** – Explanations for the rapidity of the expansion could range from the inability of those invaded to attract sufficient allies of substance to the great spirit of religious militarism which pervaded the Ottomans, which was a considerable contrast to that of their opponents. The Ottomans' military skills might also be considered, such as the clever manoeuvres before the capture of Constantinople, as well as their intelligent rule of conquered territories which made them perhaps less feared than they might have been. The drive and determination of the leadership was, of course, a vital factor.

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**9 ‘The conquest of Granada was the most significant of all the achievements of Ferdinand and Isabella.’ Discuss.**

**AO1** – The question concerns the range of achievements on the part of Ferdinand and Isabella; for example, the degree of unity and fusion attained in Spain and the creation of a ‘New Monarchy’. Candidates could refer to the advance of the Pyrenean frontier, the management of nobility and towns and the approach to religious unity.

**AO2** – A survey of the principal achievements of Ferdinand and Isabella and reflection on which could be considered the most significant (as opposed to important) are looked for. Analysis of several possible achievements is expected, such as: their advances in finance and administration; their intelligent exploitation of the Mesta; and their gradual ending of the political and financial weakness of Castile to their sensible approach to integration given the long background of diversity. Approaches might focus on just the reign itself, but those who take a longer view should also be considered.

**10 ‘Ivan III’s defeat of the Tartars was his most important contribution to the rise of Muscovy.’ Was it?**

**AO1** – The question concerns the contributions which Ivan III made to the rise of Muscovy in this period; for example, his termination of the Tatar dependency, the expansion of Muscovy’s borders, the growth of a centralised state and the growth in the authority of the monarchy.

**AO2** – An analysis of the implications of the defeat of the Tartars and a comparison of this with the other contributions Ivan made to the development of Muscovy into a major European state are looked for. There were substantial territorial gains in the South and West, Novgorod, Lithuania and in the Ukraine, for example, but other factors like his administrative and military reforms could be considered. The rise of Moscow as the ‘third Rome’ might be considered as well. Muscovy had become a major European and Asian power in his reign.



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### Section 3: c.1516–c.1559

- 11 (Candidates offering Paper 5d: Reformation Europe should not answer this question.)**  
**What best explains the impact of Calvinism in this period?**

**AO1** – The question concerns the reasons for the substantial impact that Calvinism made in the first half of the sixteenth century, for example, the sheer breadth of its appeal to so many different classes in different countries. Candidates could refer to the training provided in Geneva, the way it adapted to different political conditions in countries like Scotland and France and the appeal of its theology.

**AO2** – Explanations for its impact are looked for, not reasons for its rise, although there could be connections between the two. Explanations for the impact it had might include the appeal of its theology, or specific aspects of it such as ‘scripture alone’ or the ideas on salvation, the sheer dynamism of the creed itself, the training provided in Geneva (‘the most perfect school of Christ’). The role of Calvin himself could be considered, as well as the way in which, in countries like England and Holland, it appealed to such a wide range of social groups.

- 12 (Candidates offering Paper 5d: Reformation Europe should not answer this question.)**  
**How successfully did Charles V deal with the problems he faced in Germany?**

**AO1** – The question concerns the degree of success attained by Charles V in solving the specifically German problems he faced. Other concerns such as the Ottomans and Spain are not expected to be covered. Problems such as Lutheranism and the need to reform the Church in Germany generally, his imperial rule and role, the princes and the degree of separatism and particularism which existed in the German cities and states are those expected to be analysed.

**AO2** – Arguably he could be seen to have failed as Lutheranism became established. Calvinism was to spread, and Regensburg and the Augsburg settlement ended many of his aspirations. Germany remained a group of independent states held vaguely together by a common language and not much else. There was no common policy and no central financing to make imperial power more of a force. However, the title did survive, a degree of imperial power remained as did some coherence in government, and the Empire was to play a major role in international affairs for at least the next three hundred years.

- 13 ‘Insensitive rule from Spain was the primary cause of the outbreak of the Dutch Revolt.’**  
**Discuss.**

**AO1** – The question concerns the principal reasons for the outbreak of the Dutch Revolt; for example, the attitude of Philip II of Spain towards his subjects in the Low Countries and how different it was from that of Charles V. Candidates could refer to the role of Calvinism, the tradition of particularism in the Low Countries and the determination of Philip to eradicate heresy and gain maximum financial advantage from the Netherlands.

**AO2** – An analysis of what might be seen as primary causes of the Dutch Revolt is looked for. Other causes might be seen as the poor management by the various governors such as Margaret of Parma, Granvell and Alva, and particularly the role of the Council of Blood. The absence of Spanish troops in the Low Countries initially was also a limiting factor, and the implications of the major religious reorganisation required by Philip caused a lot of unrest. Poor harvests, the traditional independence of both nobles and towns played a part as did the spark provided by the Sea Beggars.

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**14 'His only major achievements were in building and as a patron of the arts.' Is this a valid judgement on Francis I?**

**AO1** – The question concerns the range of possible achievements of Francis I and consideration as to whether his building and patronage of the arts could be seen as the only merits of his reign; for example, the growth of humanism and the image of the 'renaissance King' and the growth of absolutism in France.

**AO2** – Analysis of what might be seen as achievements needs to be contrasted with the failings of the reign; for example, the disaster at Pavia and the subsequent imprisonment demonstrated the many failings in his foreign policy, military skills and diplomatic failings. The growth of noble factionalism, taxes such as the taille, the gabelle and the sale of offices were precursors of major later problems. While his conciliar stricture may have had some merits, the Concordat of Bologna and his treatment of the Parlement probably did not.

**15 'Gustavus Vasa I of Sweden was little more than a tyrant.' Discuss.**

**AO1** – The question concerns the work of Gustavus I of Sweden in his rule in Sweden to 1560; for example, his military ability and skills in attaining allies such as Lubeck in his defeat of Denmark. Candidates could refer to the development of a strong monarchy and the development of Lutheranism in Sweden.

**AO2** – On the one hand, there was the ruthless treatment of opponents and former allies who had outlived their usefulness and the grim determination with which he pursued his objectives. However, on the other hand, there were real achievements there, in the way he gained key clerical and lay allies and attained election as King. He brought good government to Sweden, developed an army and a navy and established a separate and independent state which was to last. Although his foreign policy was no success, he began to see the role that Sweden might play in the Baltic and in Germany as well.

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#### Section 4: c.1559–c.1610

#### 16 To what extent did Philip II achieve his foreign policy aims?

**AO1** – The question concerns the foreign policy of Philip II of Spain, his objectives and the extent to which they were attained. Countries which need to be considered could be the Ottoman Empire, Portugal, France, England, Italy and the Netherlands, as well as wider issues such as the protection of the Roman Catholic Church.

**AO2** – Specific aims should be identified; for example, containing and then rolling back the Ottoman advance across the Mediterranean, when after initially failing in Tunis and Cyprus, and the victory at Lepanto and the Ottomans turning east. Whether France could be seen as a success is arguable, but Portugal undoubtedly was. After the marriage to Mary, England proved to be a failure and the Netherlands were lost (bar Belgium) to both Spain and the Catholic Church. There needs to be a view expressed on ‘extent’ and evidence of balance in the answer.

#### 17 How important were the nobles in bringing about the Civil War in France?

**AO1** – The question concerns the various factors which led to the outbreak of the Civil War in France from 1562 onwards; for example, the role and attitude of the nobility, deeper social and economic factors, a weak monarchy trying to cope with the legacy of earlier and stronger monarchs and, of course, the arrival of Calvinism in France.

**AO2** – A range of causative factors need to be considered and the role of the nobles needs to be contrasted with several other likely causes of the Civil Wars. While the nobles certainly played a key role, candidates could also look at other factors such as the Guise versus Bourbon versus Montmorency divisions, the growth of Calvinism as a result of the tolerance of Francis I and a corrupt Catholic clergy, the ineptitude of Catherine de Medici and the minority of Charles IX, while there were also socio/economic factors such as the unemployed soldiers after Cateau-Cambresis, an economic depression and the bankruptcy of 1557.

#### 18 Assess the impact of religious change in the Baltic region in this period.

**AO1** – The question concerns the impact that religious change (the arrival of humanism, Lutheranism and Calvinism) had on the Baltic region; for example, the arrival of humanism into Denmark and that country becoming an evangelical centre for Protestantism and the subsequent civil war there, and the takeover by the state of all ecclesiastical property and wealth in Sweden and the growth of a national church there.

**AO2** – The impact was to vary from country to country, and could be confusing as Norway, more conservative than elsewhere, was taken over by the more radical Denmark in the period. There were major changes in: education; the wealth of the monarchies; the relationship between Church and State; and domestic politics. Civil conflict occurred in Denmark, for example, and there were also to be significant changes in how the Baltic countries viewed their neighbours and other European countries, with religion playing a key role in decision making.

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**19 To what extent were the successes of the Counter-Reformation dependent on the work of the Jesuits?**

**AO1** – The question concerns the role of the Jesuits, when compared with other factors, in the successes of the Counter-Reformation. Examples of successes could be: the re-establishment of Catholicism in Eastern Europe; the greater dynamism shown by the Church; the clarity of doctrine; and the general acceptance of the rulings of Trent. Other influences on the success of the Counter-Reformation might include: lay rulers; the papacy itself; the Inquisition; and other religious individuals and orders.

**AO2** – Identification of the successes needs to there, then a consideration of the role the Jesuits played in them and contrasted with a range of other contributors. Other contributors could include the papacy, secular rulers like Philip II of Spain, individual bishops like Borromeo of Milan, the Inquisition and new orders like the Oratory. Successes could include: the reformed and clarified doctrine; the gradual termination of the 'medieval' church; new converts outside Europe; and the regaining of areas such as Bohemia for the Roman Catholic Church.

**20 'A period of good governance.' Discuss this verdict on the reign of Henry IV of France.**

**AO1** – The question concerns the quality of government in France during the reign of Henry IV. A definition of what might be considered 'good government' in a country in the early seventeenth century which had just undergone decades of civil and international conflict might be offered. Factors which might be considered are the work of Sully, the degree of centralisation and his treatment of the nobles.

**AO2** – There is a case to be made each way as there was a period of recovery, yet at the same time the rather ad hoc approach to issues led to later problems for the Bourbons. A potentially risky foreign policy, the innovations such as the Paulette and the continuation of noble privileges in areas such as taxation were possibly examples of poor governance. However, after Nantes, there was a period of recovery with commercial development and Sully bringing a degree of order into what had been a chaotic administrative system.

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### Section 5: Themes c.1378–c.1610

#### 21 What best explains why Italy underwent a cultural renaissance in the fifteenth century?

**AO1** – The question concerns the reasons why Italy in particular underwent a major cultural renaissance in the fifteenth century. A wide range of factors could be considered, for example: the established tradition of learning and scholarship; the status of the scholar; the quality of education; the wealth of many of the city states; patronage; and personal and civic rivalry.

**AO2** – Identification and prioritisation of the major factors which explain the dominance of Italy in the early renaissance are looked for. Italy was very much at a major crossroads and the recipient of many influences. There was substantial wealth there and also the attitude which valued artistic creativity and was prepared to support it with money and the award of status. With a reasonably stable political system, a culture where innovation and talent were valued together with a competitive atmosphere, it was an ideal breeding ground for cultural renaissance.

#### 22 To what extent should either the fourteenth or the fifteenth century be seen as a period of social change?

**AO1** – The question concerns the extent to which either of the two centuries could be seen as periods of social change. Factors which might be considered include: population growth; the rise of an urban bourgeoisie; the growth of industry leading to social change; the attitude towards and treatment of the peasant; the degree of social mobility; and the role of women in society.

**AO2** – There are signs of change in the fifteenth century. The population began to grow which led to greater mobility. While it remained a subsistence economy for most, there was the gradual growth of a richer urban bourgeoisie and men such as the Fuggers were to play a larger role in society. Serfdom did decline, but the noble still dominated society. The role of women changed little. It is only in specific regions like the Low Countries where there was significant change, with the growth of industry and commerce and the rise of an urban middle class.

#### 23 (*Candidates offering Paper 5d: Reformation Europe should not answer this question.*) How significant was humanism to the Northern Renaissance?

**AO1** – The question concerns the impact of humanism on the Northern Renaissance and the consideration of whether other factors had an influence on it as well; for example, the link between many of the humanists and artists like Durer. Candidates could refer to the role of the universities and education, and the focus of study on the Old and the New Testaments.

**AO2** – The links between humanism, be it either individuals like Erasmus or in institutions like universities, need to be established and its influence assessed. Clearly, it flourished in many universities such as Cambridge and in the Low Countries, and individuals such as Cranach and Holbein were known to have links with key humanistic figures. The role of the humanists in developing education and their stress on the role of the reader in developing understanding would assist in the breakdown of the idea of a dominant church controlling access to all knowledge.

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**24 Why did the French and English have limited success as colonisers in this period?**

**AO1** – The question concerns the reasons why France and England had such limited success as colonisers in this period: for example, the way in which the Spanish and the Portuguese dominated African and Atlantic expansion; internal factors such as civil conflict; geographical and traditional factors.

**AO2** – There is a debate here as to whether it was more caused by domestic factors such as a lack of interest by rulers, geographical factors and the lack of a tradition of overseas exploration and commerce, or an inability to break into what seemed to have become an Iberian monopoly. France did, for example, try to develop in Brazil, but a mix of a lack of any royal support and Portuguese hostility ensured failure there. There was also a tendency to try further North (like Cartier in Labrador and the St. Lawrence, and the work of Frobisher and Hudson) into areas which were not conducive initially to settlement or gold seeking.

**25 How important a role did towns and cities play in the European economy of the sixteenth century?**

**AO1** – The question concerns the role that towns and cities played in the European economy in this period. Factors could include how they became suppliers of capital for agriculture and the way in which they were to become centres of commerce and industry, such as Lyons did. Some played a key role in banking and finance such as Antwerp, while others like Seville became centres of a major transatlantic trade.

**AO2** – The link between towns and cities and the wider European economy needs to be explored. A largely subsistence economy outside of towns and cities inevitably made urban areas central to any economic development. It was the Hanse towns and cities like Antwerp which provided for some much of commerce and industrial development.

**26 What best explains the extent of persecution for witchcraft in the late sixteenth and early seventeenth centuries?**

**AO1** – The question concerns the reasons for the growth of witchcraft persecution in this period. Factors could include the legacy of superstition lingering on from pre-Reformation days, and there is an argument for suggesting that it was actually part of the Counter-Reformation process designed to assist in the imposition of orthodoxy.

**AO2** – Analysis of a range of factors is looked for, with prioritisation and reasons for the priority chosen. It was intellectually acceptable – the female body was traditionally seen as a source of sin – and it is no coincidence that the majority of the victims were female, poor, single and in rural areas. One recent argument is that it was part of a desire of a male dominated clergy and authorities to demonstrate that they were the source of all wisdom and knowledge, and not ill-educated females.

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### Section 6: c.1610–c.1660

**27 ‘He simply carried on the work of Richelieu.’ To what extent is this a valid comment on Mazarin?**

**AO1** – The question concerns whether Mazarin simply carried on with the policies of his predecessor, Richelieu, or developed, both in France and abroad, new policies. Factors to be considered are: his foreign policy; his views on Austria and his negotiations at the Pyrenees and Westphalia; his relationship with the Papacy; as well as his domestic policies, in dealing with the Frondes and in the development of royal absolutism.

**AO2** – There is a case to be argued each way. While his relationship with the Papacy was as cool as Richelieu’s was, and he appeared to be as indifferent to the needs of Roman Catholicism as his Cardinal predecessor, the settlements at Westphalia and the Pyrenees could be seen to be exhibiting a greater degree of compromise and tolerance than Richelieu would have endorsed. Mazarin was perhaps a more astute and pragmatic diplomat. His desire for royal autocracy was just as great and there is little dissimilar in domestic policy.

**28 ‘Involvement in wars was the principal reason why Spain’s decline accelerated.’ Discuss, with reference to the period 1598–1659.**

**AO1** – The question concerns not just the causes of Spanish decline – most see the roots going back into the sixteenth century – but why it accelerated in the first part of the seventeenth century. Factors, in addition to Spanish involvement in the Thirty Years War and the ongoing conflict with the Dutch, could include monarchical and ministerial incompetence and the naval disaster of 1628.

**AO2** – Keeping the focus on accelerants, the seriously lazy Philip III was a factor, as was the growing disunity within Spain which had been neglected as an issue by Philip II. Socio-economic factors, like the decline of industry and increasing depopulation and a growing reluctance to exploit the resources that Spain had, could be analysed, as could a creaking taxation system, a poorly administrated empire and reduced income from silver. There was never a systematic analysis of what was going wrong and why, and what could be done to restore Spain to its former glory.

**29 Was Gustavus Adolphus anything more than a great general?**

**AO1** – The question concerns the achievements of Gustavus Adolphus, both within Sweden and in a broader European context, and consideration of whether his impact was purely on wars and warfare or whether he deserves to be remembered for other things, for example, his protection of Protestantism or his institutional reforms within Sweden.

**AO2** – There should be reflection on the life and work of Gustavus, both as a general and a military tactician and strategist, as well as a diplomat, statesman and ruler of Sweden. Arguably, his empire was not to last and was not built on strong foundations, but his impact on the Baltic region, on the survival of Protestantism, on his nation’s history and development for the next two centuries was critical. The nature and extent of the internal changes in Sweden, ranging from educational change to the harnessing of the resources of the nation, were also considerable.

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**30 What best explains the outbreak of the Thirty Years War?**

**AO1** – This question concerns the various factors which led to the outbreak of the Thirty Years War in the seventeenth century; for example, the religious conflict between Roman Catholicism and Protestantism; the growing tension in Bohemia; and the ending of the truce between the Dutch and the Spanish.

**AO2** – Explanations should focus on the outbreak and not just be a list of various causes, be they long or short term. There should be prioritisation of reasons linked to the outbreak, which might include the events in Bohemia and the involvement of the Elector of Palatine. The rise of the Evangelical Union and its opposing Catholic League naturally raised tension, but incidents in the Val Telline and concerns about the Spanish Road could also be considered. The fact that Augsburg was seen in some ways as a truce and Calvinism had not been recognised were also factors, as were the personalities of many of the key players like Philip III.

**31 How important was the carrying trade to Dutch economic strength in the first half of the seventeenth century?**

**AO1** – This question concerns the interconnection between the Dutch carrying trade and its merchant marine, with its overall economic strength in the first half of the seventeenth century; for example, the way in which the exchange of goods, carried by the Dutch, was a central feature of their whole economy, and the way in which the three key merchant groups (the importers, the refiners and manufacturers using imported things like dyes) and the exporters were totally dependent on their fellow Dutch seamen to undertake their activities.

**AO2** – The fact that the Dutch merchant marine was nine times the size of the French in this period is indicative of its importance. The carrying trade led to the growth of Antwerp, which provided the capital for land reclamation, and other industries, and led to the growth of a vast banking industry and money market. Major industries such as cloth, brewing, sugar refining and ship building were all totally dependent on imports which were carried in Dutch ships. It was imported corn and fish which fed the Dutch people. It was vital.



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### Section 7: c.1660–c.1715

#### 32 How important was good generalship to the growth of Brandenburg-Prussia in this period?

**AO1** – This question concerns the principal reasons for the growth of Brandenburg-Prussia in this period and consideration of the role played by good generalship in the process. A range of other factors could be considered, for example: able political leadership; quality ministers; and the decline in strength of potential rivals like Sweden and Austria.

**AO2** – Certainly generalship, if that implies both actual leadership in war as at Fehrbellin, but also investment in a standing army and good equipment and training, was to play a part. However, a variety of other factors were important and they need to be balanced against just military skills. There was a limited role played by Brandenburg-Prussia in the Great Northern War, yet they did benefit from it, there were good ministers and good investment in a range of areas such as education, roads and agriculture, as well as the encouragement of immigration and a growth in population.

#### 33 ‘Peter the Great’s domestic achievements were remarkable given the difficulties he inherited.’ Discuss.

**AO1** – This question concerns the achievements of Peter the Great of Russia and consideration of whether they should be seen as remarkable in the context of the conditions in Russia when he inherited the throne. The background of civil strife and the role of the Streltsy could be included and then compared with the situation in Russia at the end of the reign.

**AO2** – The focus should be on the domestic achievements rather than his foreign policy, but internal expansion could be considered. There should be an analysis of the degree of disorder on his inheritance and then this should be contrasted with his domestic work; for example, his policy towards the Church; the secularisation of education; the building of St Petersburg; and his attempts to modernise and develop industry in Russia. There were failures as well, agriculture is an obvious example, and it could be seen that his centralisation was merely a continuation of what had been tried before.

#### 34 Did the Dutch Republic decline in this period?

**AO1** – This question concerns whether or not the Dutch Republic should be seen as in decline in the period. While there were internal political issues, such as the overthrow and murder of De Witt, which could indicate weakness, there were also advances in critical areas like agricultural innovation and the opening of new markets to exploit.

**AO2** – Reflection on the implications of what ‘decline’ might involve could be there, and whether the rise of major opponents in commerce and colonisation, such as by the English while the Dutch did not ‘progress’, are also factors which might be considered. On the one hand, the Dutch remained key players in the world carrying trade and were internal bankers as well, while developing a wholly new carrying business in Poland; but, on the other hand, population decline, conflict with the French and the English, and a growing debt could be seen as part of a decline.

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**35 How significant were secular factors in determining the religious policies of Louis XIV?**

**AO1** – This question concerns the motivation behind the religious policies of Louis XIV; for example, whether it was a desire for religious orthodoxy as well as uniformity, or whether it concerned secular factors such as the desire to rid France of possible divisive forces like the Huguenots and impose a personal dominance over all of France and the French people.

**AO2** – A serious debate is expected, as while Louis was certainly a pious Catholic, he tended to regard religion as a department of state subordinate to the King. He wished to dominate the Church in France, as the Four Articles of 1682 showed, and persecuted all potential dissenters such as the Jansenists, and his relationship with the Papacy was seldom good. But how much he was driven by a desire to propagate his faith or just extend royal authority is a challenging issue. The role of confessors and mistresses could also be seen as factors here as well.

**36 To what extent was the outcome of the War of Spanish Succession determined by the resources of the states involved?**

**AO1** – This question concerns the range of factors which determined the outcome of the War of Spanish Succession; for example, the resources, both military and economic, of the various states involved as well other possibilities, such as quality military and political leadership or simple exhaustion.

**AO2** – Reasons for the outcome differed from country to country. The two sides were fairly evenly matched in terms of resources, with France and Spain taking on the Dutch, Austrians and the British. While one side had Marlborough and Eugene, the other had Villars and Malplaquet and Denain indicating that the anti-French side was not always well led. Political decision making, by Joseph I and Heinsius, could be flawed, and the arrival of a Tory government in England was also an important factor. Sheer exhaustion played a part and, ultimately, many realised that little could actually be achieved by continuing the war.

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### Section 8: c.1715–c.1774

**37 'Under the administration of Fleury, France enjoyed a period of both stability and reform.' Discuss this view.**

**AO1** – This question concerns an overview of the work of Fleury between 1726 and 1743 and consideration of whether he was responsible for a period of social and political stability as well as reform of the Ancien Régime, for example, the legal codification and a very moderate foreign policy.

**AO2** – In one sense, Fleury could be seen as the French Walpole, a moderate politician who was unenthusiastic about innovation and seemed to have a real desire to maintain the status quo. There was some order and stability, much of it due to the work of others such as Orry and d'Aguesseau; however, reform was limited to say the least. Fleury did try to remain above faction and there was a degree of political stability and calm in terms of international relations. Stability – possibly yes, but reform – probably not.

**38 Can Maria Theresa be seen as an astute reformer?**

**AO1** – This question concerns the reforms of Maria Theresa of Austria and whether her motivation for them, the reforms themselves and the implications of their outcome could be seen as astute. Reforms such as her treatment of the nobility in Hungary, her approach to the Church and her views on serfdom could be considered.

**AO2** – Reflection on what can be seen as 'astute' reforms should be there. Certainly, she was highly empirical in her approach and the way in which she managed the nobles, especially in Hungary, is a good example of foresight and tact, while at the same time necessary. She tended to build up support gradually rather than openly attacking, and the redemption over time of both Austrian and Bohemian lands illustrates this tendency well. Other factors such as her changes to the civil and criminal code and the way in which revenue was raised could also be considered. Undoubtedly, she was much more sensible in her approach than Joseph II was to be.

**39 To what extent did concern for the balance of power influence European diplomacy in this period?**

**AO1** – This question concerns the role played by balance of power considerations in determining European diplomacy in this period. Awareness of the concept itself is needed; it needs to be contrasted with other factors such as commerce and colonies, and the development of new powers such as Brandenburg-Prussia.

**AO2** – Balance of power considerations can be seen, for example, in the Pragmatic Sanction and a desire to protect the boundaries laid down in the peace settlements of 1713–1714. The tradition of the Anglo-Dutch-Austrian balance against the Franco-Spanish remained. However, a range of new factors emerged in the course of the eighteenth century, such as: the rise of vital commercial and colonial empires; the growth of Prussian and Russian power as well as the specific issues like Poland and Gibraltar.

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**40 Did Spain experience a period of revival in the years 1715–1774?**

**AO1** – This question concerns whether or not Spain could be seen to have undergone a period of revival under their Bourbon rulers in this period; for example, on the one hand, the population decline continued as did financial problems on a large scale, but on the other hand, there was the work of Patino and Ripperda.

**AO2** – There is a case to be argued each way. On the one hand, there was the dynamism of Elizabeth Farnese and some improvements in both the army and the navy, and trade and commerce were reviewed under Ripperda and Patino, and the diplomacy of Alberoni also helped. On the other hand, both industrial and agricultural stagnation were to continue, as was the dominance of a reactionary Church with poor communications and high taxation remaining. The overall quality of the monarchy was never a strong feature either.

**41 ‘Louis XV’s reign had no redeeming features.’ Discuss this view of the period 1743–1774.**

**AO1** – This question concerns whether or not the reign of Louis XV had any redeeming features or not; for example, the debilitating stagnation remained, there was no attempt to consider the weaknesses of the Ancien Régime, and the disasters of the Seven Years War did great harm to France’s status and commerce.

**AO2** – There should be consideration of what a ‘redeeming feature’ is. Lorraine and Corsica were added to the domains and there was a thriving cultural and artistic scene, but otherwise, little could be said to defend the monarch and the era. He had little interest in movement; favourites and mistresses dominated the Court, factionalism and quarrels with Parliament were features of the politics, and the loss of status and power after 1763 was considerable.

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### Section 9: c.1774–1815

#### 42 How successful were the politics of Catherine the Great?

**AO1** – This question concerns the identification of what might be seen as Catherine the Great's objectives, for example, the attainment of autocratic power for herself and the securing of the dynasty, the expansion of Russia in as many different directions as possible, the continuation of the modernisation and 'westernisation' policy and the development of enlightened ideas.

**AO2** – Certainly the expansion of Russia continued; there were substantial advances in terms of territory in the Crimea, Belarus, Lithuania and Poland. Progress was made in developing education and there was legal and cultural development which could be seen as realising her objectives. However, Russia was still to remain largely feudal, Pugachev revealed a side which she would have preferred to remain hidden and her attempts to modernise government were failures as the decisions taken in 1768 showed. Russia still remained, socially and economically, very much outside of mainstream European society. Diplomatically it was a very different case.

#### 43 'A truly enlightened monarch.' Discuss this view of Joseph II of Austria.

**AO1** – This question concerns whether Joseph II should be seen as a major figure in the 'enlightened' monarchs list or not, and whether enlightened ideas were a serious part of the royal make-up; for example, whether his ideas on the Church and equality were more significant than his ruthless opportunism and his commitment to the defence of Habsburg interests.

**AO2** – Reflection on what a 'truly' enlightened monarch might support or advocate should be considered as well as a balanced case each way. In defence of Joseph, there was the attack on privilege. There was also the desire to rationalise and centralise (although it failed in both Belgium and Hungary), to bring forward egalitarian ideas and a self-sufficient economy and a simple and single administration system. These had all the hallmarks of the enlightenment. However, his ruthlessness and willingness to risk revolution for 'reason' and perhaps his totally opportunistic foreign policy might indicate otherwise.

#### 44 (*Candidates offering Paper 5f: The French Revolution should not answer this question.*) Assess Louis XVI's personal responsibility for the outbreak of the French Revolution in 1789.

**AO1** – This question concerns the extent to which Louis XVI could be held personally responsible for the outbreak of the French Revolution in 1789. There were, for example, a variety of factors beyond his control going back to the overall structure of the Ancien Régime and the debt legacy of the Seven Years War. Factors which could be directly attributed to him range from his treatment of his ministers to his actions in the critical years of 1788 and 1789.

**AO2** – There should be analysis of the factors which Louis was personally responsible for, and a comparison between those and factors which were beyond his control. His treatment of ministers ranging from Necker, through Turgot and Calonne and Brienne puts him in a bad light, as does his management of events in the months before the storming of the Bastille, such as the Assembly of Notables. His summoning and mismanagement of the Estates-General and his general attitude to any reform can also be easily criticised. However, the deep-rooted failings of the system were probably beyond anyone's capacity to reform given the degree of vested interest in it, and some of the profound socio-economic problems cannot be blamed entirely on him either.

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**45 Did Napoleon I's domestic policies merely strengthen his personal power?**

**AO1** – This question concerns the intentions behind, and the results of, Napoleon's domestic policies. There is no requirement to look at any of his military successes or foreign policy. Factors which might be considered are his relationship with the Church, his legal reforms, the way in which he seized and then retained power, and his approach to opposition and dissent.

**AO2** – Although he might have argued that he was the 'heir to the Revolution', there was much about his work at home which could be seen as just a return to the Ancien Régime. His intolerance of dissent, the execution of d'Engien, the new bureaucracy and aristocracy, the role of Fouché, and the censorship and propaganda would suggest that personal power was his aim. However, perhaps as a sop to the revolutionary past, there were the major changes to education, to equality in the Civil Code and an end to medieval/feudal practices as well. The deal with the Church suggests a desire to modernise as well as secularise, but then other absolutists had been interested in giving the Roman Catholic Church a changed role.

**46 How central a role did Alexander I of Russia play in European affairs in the period 1801–1825?**

**AO1** – This question concerns the role played by Alexander I of Russia in the years between 1801 and 1825. There are three fairly distinct periods which need to be examined: the period prior to the invasion of Russia by Napoleon; the defeat of Napoleon and the Vienna settlement; and, finally, his policies up to his death in 1825.

**AO2** – Alexander was always a major player in European politics, and, given the expansion undertaken by his predecessor, it was almost inevitable. The further expansions into Poland, Finland and Lithuania were going to make Russia more of a European power. His role in both supporting and then opposing Napoleon before invasion of Russia in 1812 obviously had a major impact on European politics, and Russian forces were to play an important, if not decisive, part in Napoleon's defeat. The Tsar and his team were central players in the Vienna settlement, but it could be argued that he was manipulated by others. His impact on European politics post-Vienna, with the Holy Alliance, the Carlsbad Decrees and Troppau, was very significant and, for example, his views and actions on the Greek revolt were to have significant long-term implications.

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### Section 10: Themes c.1610–c.1800

- 47 Was the slave trade more important to European economies than slavery itself? Discuss with reference to either the seventeenth or the eighteenth century.**

**AO1** – This question requires an examination of both the institution of slavery itself and the actual trans-Atlantic trade and comment on whether one or the other was more important to the economies of European countries in general. For example, while slavery was vital to a variety of products and industries, the trade itself attracted massive capital investment, generated huge employment and was interlinked with the growth of many other commercial dealings.

**AO2** – On the one hand, slavery was critical for a wide range of products, such as cotton and tobacco in the southern American colonies, sugar and molasses in the West Indies and the mines in Brazil. On the other hand, the trade itself attracted huge capital and profits. National companies like the Angola Company in France generated employment and wealth, whole towns like Nantes developed (around 150 000 slaves bought between 1748–1782) as a result of it and, of course, much of Africa developed a taste for European manufactured goods.

- 48 ‘The importance of women in the cultural life of the eighteenth century was restricted to the field of literature.’ Discuss.**

**AO1/2** – Though often associated with literature, women did play a role in eighteenth century art and in a wider sense the encouragement of wider intellectual movements in salons might be considered. A good example of a woman painter is Vigée le Brun, but she is not an isolated example. Answers may consider the force of ‘importance’ and argue that someone, say Mme de Staël, was important in more than a purely literary sense.

- 49 Why did so many monarchies aspire to become absolute after c.1660?**

**AO1** – This question concerns an analysis of the reasons why so many European monarchies wished to become absolute states under an autocratic ruler in this period. A range of countries, such as Prussia, Russia and France, could be considered and different reasons could be ascribed to each.

**AO2** – A wide range of factors could be considered and there needs to be prioritisation as well as identification of which might relate to one country rather than another. There was a general acceptance that absolutism was the best form of government. It ended conflict and disunity in many cases and was an aid to good government and efficiency. It also helped to develop the national state and the concept of divine right was still strong. Louis XIV and Brandenburg-Prussia were good examples of what could be achieved under absolutist rule. Sweden was seen to decline faster when it became a republic, and the factionalism and weak monarchy of Poland were seen as the roots of that country’s failings. In the example of Holland, thinkers such as Bossuet and Becker stressed its merits along Hobbesian lines as did some of the encyclopaedists.

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**50 How dependent were cultural developments on patronage in the eighteenth century?**

**AO1/2** – In nearly all forms of culture, patronage was a key element in the eighteenth century. The large numbers of courts in Europe, together with the continuing patronage of the Church and that of wealthy individuals and noble families and mercantile and urban guilds meant that there was a ready market for music, architecture and visual arts. The issue is whether patronage did much for development or whether patrons were merely desirous of fine work within an existing tradition. The remarkable development of Bach's art resulted from commissions, for example, from the Leipzig churches for which he worked in the sense that a steady stream of vocal music was paid for. However, the intense expressiveness of, say, the Passions may have sprung more from an inner conviction or technical mastery than any particular desire for innovation within a broad tradition from the clergy and the burghers. Mozart's innovations were not admired by Joseph II who patronised him, but Baron Van Swieten, another patron, admired his technical developments. Better responses may consider whether patronage inhibited or promoted development.

**51 What best explains the rapid expansion of overseas empires in the eighteenth century?**

**AO1** – This question concerns the various reasons for the rapid expansion of so many overseas empires in the eighteenth century. While Spain, Portugal and possibly the Dutch remained fairly static, comparative newcomers, like France, developed great empires stretching from Canada to the West Indies and the Indian sub-continent.

**AO2** – Explanations range from the simple desire to make money and gain status to the acquisition of raw materials and the development of markets for manufactured goods. Mercantilist ideas were a great stimulant; the way in which empire had led to wealth for countries like Spain and Holland, the huge rewards gained by the Indian 'nabobs' and West India planters and merchants were also great stimulants. Empire was part of a wider strategic and political world view. Success in war seemed to be viewed in terms of overseas territory gained, as 1763 showed. There was always the fear that if you did not get the bit of territory next to the one you had, an enemy might.

**52 Why were there such pronounced regional variations in urbanisation in the eighteenth century?**

**AO1** – This question concerns the reasons for widespread variations in both the strength and depth of industry, and the degree of urbanisation in various European countries in this period; for example, the prevailing social structure, the attitude of the state and the incidence of war and civil unrest. Geographical and environmental factors could also be considered.

**AO2** – National factors could play a large part, such as the social structure in France, and limiting factors like the internal tariffs and an uninterested monarch and administration; the expulsion of the Huguenots did little good either. Prussia developed differently as a result of royal interest, pressure to industrialise, sensible exploitation of domain lands and an enlightened immigration policy. Holland had a long tradition of commercial and urban development, and had a social structure which did not frown upon wealth creation as a respectable occupation for its hierarchy. Russia, with its rigid aristocracy and an agricultural economy based on serfdom, was bound to have developed differently.