

GCE

History A

Y309/01: The ascendancy of the Ottoman Empire 1453-1606

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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.

© OCR 2021

Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
E	Continuity/Change

Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the significance of the fall of Constantinople in 1453.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that it caused great concern in Europe and allowed the Ottomans to expand into Europe • In evaluating Interpretation A, answers might argue that this view is valid as by the time of Mehmed's death he had established an Empire covering Turkey, Greece, Bulgaria, Romania and much of Bosnia, Serbia and Albania. • Answers might argue that Interpretation A is valid as Mehmed built a fleet and had victories over Venice and dominated the Eastern Mediterranean • Answers might argue Interpretation A is valid as they worked with Naples and Milan against France and Venice to dominate the Mediterranean. • Answers might argue that Interpretation A is not valid as supply lines would limit the extent of expansion. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that the fall was inevitable and brought potential trading benefits to Venice and other states. • In evaluating Interpretation B, answers might argue is valid as the Ottomans did turn against 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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

2*		<p>Venice with the conquest of Morea and later Negroponte.</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B is valid as the Venetians did hand over a number of islands and pay tribute. • Answers might consider that trading agreements were important as Venice needed grain and they were heavily involved in the carrying trade. • Answers might argue that Interpretation B is valid as the Venetian trading rights were restored and they were allowed to keep a representative in Istanbul. • Answers might argue that Interpretation B is not valid as by 1480 the Ottomans had defeated the Venetian fleet. • Answers might argue that Interpretation is not valid as the Ottomans worked with Naples and Milan against Venice. • Answers might consider that Interpretation B is not valid as the Turks conquered three Venetian ports in Southern Greece. <p>How important were the Janissaries in the governance of the Ottoman Empire in the period from 1453 to 1606?</p> <ul style="list-style-type: none"> • In arguing that the Janissaries were important, it might be argued that they were well-trained in the art of warfare • Answers might consider that it was the largest standing army, of around 14,000 people. • Answers might consider that the existence of the janissaries allowed other forces to be raised through the system of land tenure. • Answers might consider the loyalty of the 	25	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by
----	--	--	----	--

		<p>janissaries; they thrived on fighting and expansion.</p> <ul style="list-style-type: none"> • Answers might consider their influence on the succession. • Answers might consider their role in garrisoning castles and towns. • Answers might consider they were answerable only to the Sultan so had great power. • In arguing that other factors were more important, it might be argued that governance depended upon the power of individual Sultans. • Answers might consider that Sultans had a system of governance and logistics designed to wage war. • Answers might consider that the absence of an aristocracy demanding to share power allowed promotion on merit. • Answers might consider the those who administered regions were often former slaves and therefore very loyal. • Answers might consider the importance of the development of a legal system and civil service. • Answers might consider the importance of the devshirme. 		<p>relevant and accurate material.</p> <ul style="list-style-type: none"> • 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.
--	--	---	--	--

3*		<p>'Religious toleration was the most important consequence of Ottoman rule for the societies of vassal states during the period from 1453 to 1606.' How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that religious toleration was the most important consequence, it might be argued that toleration was unusual in Europe at this time. • Answers might consider that non-Muslim subjects were allowed to practice their religion subject to certain conditions. • Answers might consider that they allowed a degree of autonomy. • Answers might consider that Christians rarely faced exile or martyrdom. • Answers might consider that few, with the exception of the Catholic nobility were forced to change their religion. • Answers might consider that the structure of the Greek Church remained intact. • In challenging the hypothesis that religious toleration was the most important consequence, it might be argued that conquest brought peace and stability to regions. • Answers might consider that offices were open to anyone. • Answers might consider that living conditions for the Devshirme were better than those in a Balkan village. • Answers might consider that sons were taken to serve in the army. • Answers might consider that conquered lands had to pay tribute and taxes. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
----	--	--	----	--

4*		<ul style="list-style-type: none"> • Answers might consider that the less able became janissaries and had to work as agricultural labourers. • Answers might consider that the Timar system of land tenure was harsh. <p>'The Ottoman threat to Christian rulers of Europe was greater in the period after the death of Suleiman the Magnificent in 1566 than before.' How far do you agree with this view of the period from 1453 to 1606?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that the threat was greater in the period after 1566, it might be argued that after Lepanto they were able to rebuild their fleet • Answers might consider that they remained the dominant force in the Eastern Mediterranean • Answers might consider that the Christian powers were unable to follow up Lepanto • Answers might consider that the Ottomans captured Cyprus in 1571 • Answers might consider that Tunis and surrounding lands were taken in 1570 giving further control in the Mediterranean • Answers might consider that the Holy league was unable to threaten the Turkish control in the eastern Mediterranean until c1660 • In challenging the hypothesis in the question, it might be argued that they threatened Spain in North Africa during the reign of Charles V • Answers might consider that they threatened Habsburg lands in central Europe with the Battle of Mohacs 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
----	--	--	----	--

			<ul style="list-style-type: none">• Answers might consider that they reached the gates of Vienna• Answers might consider that they made a treaty with France• Answers might consider that they were only a threat because of Habsburg Valois divisions and this ended in 1559• Answers might consider that the fall of Constantinople concerned the West• Answers might consider that in 1538 Barbarossa's fleet, largely financed by Suleiman had defeated a combined Venetian, Spanish and Papal fleet• Answers might consider the 'alliance' made with the Barbary pirates• Answers might consider the fall of Rhodes		
--	--	--	---	--	--

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 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.
Level 5 21–25 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.
Level 4 16–20 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.
Level 3 11–15 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.
Level 2 6–10 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.
Level 1 1–5 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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 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. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 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. 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.
Level 4 13–16 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. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 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. 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.
Level 1 1–4 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. 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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored