



General Certificate in Education

A2 History 6041

Alternative O Unit 5

Mark Scheme

2007 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
 - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2007

Alternative O: Britain, 1603–1714

A2 Unit 5: Monarchy Challenged, Rejected, Restored and Restrained, 1625–1714

Question 1

(a) Use **Sources A** and **B** and your own knowledge.

To what extent do these two sources agree on the success of Charles's Personal Rule?
(10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

At a basic level candidates will indicate the general agreement between the sources that this was a period of surface calm. Moving into Level 2 reference may also be made to the underlying tension. More developed use of content will indicate the limited opportunity for the expression of discontent. With regard to judgement candidates may indicate the general agreement, although emphasise Source A's more positive tone compared to the greater reticence of Source B, as well as the greater emphasis on underlying tension in Source B. Recognition of Kevin Sharpe's propensity through revisionism to regard this period more positively may be used as some part of an explanation.

(b) Use **Sources A, B and C** and your own knowledge.

'It was Charles's religious policy, rather than his financial policy, that created most opposition to his Personal Rule.'

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

From the sources:

Sources A and B can be used to indicate the relative surface calm of the period but with underlying grievances. Source C can be used to indicate the more positive aspects of Charles's achievements, specifically financially, in this period.

From own knowledge:

At Level 3 candidates should consider both religious and financial policies but increasingly there should be an assessment of how both created opposition, the nature and extent of that opposition and its relationship to policy. At Level 4 and above, candidates may also appreciate the wider aspects of Charles's rule, the nature of his court and style of rule, as well as having more developed comment on the nature of opposition across the period. In particular, at the higher levels, opposition will be linked together and the Personal Rule regarded as a whole. Illustrative content will include, for finance: distraint of knighthood, forest fines, monopolies and ship money. For religion, reference can be made to the 'beauty of holiness'. Opposition will be assessed by reference to St Gregory's Case, Prynne, Burton and Bastwick, the Scottish

Rebellion and Hampden's Case in particular. The general unity of MPs in 1640 can also be used to indicate concerns about Charles's policies. More sophisticated examination of the nature of opposition may come from reference to Hyde's comments or the diaries of the Kent gentry.

Question 2

(a) Use **Sources A** and **B** and your own knowledge.

To what extent do these sources agree on the reasons for the failure of Danby's policies?
(10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Candidates may comment on the general agreement on Danby's lack of success but may build on this with the clearer focus on failure in Source A. Reference may also be made to agreement on policy areas and the problems created by Charles. Clearer judgement may come from the emphasis on undermining of Danby. Explanation can come from comment on the nature of the sources, specifically as broad texts of the Stuart period.

(b) Use **Sources A, B and C** and your own knowledge.

'Fear of Charles II's intentions rather than his actual policies was more responsible for the breakdown of Crown and Parliament relations.'

Assess the validity of this view of the years 1675 to 1678.

(20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

From the sources:

Sources A and B can easily be used to refer to a variety of ways in which Danby was undermined by Charles. Source C can be used in a similar way, or to stress Danby's own mistakes. Source C, in particular, may also be used to comment on Charles's role in terms of policies and creating concern.

From own knowledge:

Candidates should address intentions and policies. Comment can be on concern about Charles's aims but also opposition to Danby. Danby's aims of reconstructing a parliamentary majority for the Crown through a policy of Anglican supremacy by an anti-French stance, solving Charles's financial problems, can be explained, as well as why this created tension. In relation to these, candidates should examine Charles's role in following a different diplomatic path and continuing to spend money freely. Candidates can explain the difficulties Danby had with Parliament and the consequent effect on his relationship with Charles. The impact of faction and 'opposition' to Danby in Parliament will be linked with Charles's own attitude to Danby.

Thus some of the breakdown in the Crown/Parliament relationship may be considered in this context of Charles's deteriorating relationship with Danby.

Section B

Questions 3-10 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 3

To what extent were personalities more important than policies in causing the collapse of the relationship between Crown and Parliament in the years 1625 to 1629? (20 marks)

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

A consideration of Charles's policies will form the bulk of answers and with regard to this focus should be on foreign policy, religion and finance. Answers at Level 3 and above will set these policies in the context of the deterioration of Charles's relationship with Parliament, most notably through comment on the Five Knights' Case, Petition of Right and Three Resolutions to lead to comment on mistrust. Buckingham as a source of mistrust may also be prominent especially in relation to the foreign policy of the period or the York House Conference.

Question 4

'The outbreak of civil war in England in 1642 was caused more by the radicalism of Parliament than by the actions of Charles I.'

How valid is this assessment? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The role of radicals as well as that of Charles should be considered at Level 3 and above. At Level 4 and above there should be some appreciation of the interrelation between the two, most notably how Parliament's radicalism in relation to Charles' actions in turn led to the development of a royalist party, if not support for Charles. As such, illustration should be through the events of 1637–1642, but most notably 1641–1642 which witnessed the formation of the royalist party, through Constitutional Royalism, i.e. the Scottish Rebellion, Bill of Attainder, Root and Branch Petition, Irish Rebellion, Grand Remonstrance, Five Members' Coup and Militia Ordinance.

Question 5

'Religion was more important than politics in driving radicals to kill their king.'
How valid is this view of the crisis of 1647–1649 and its outcome? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should have a secure knowledge of the period from the Heads of the Proposals of 1647 to the regicide of January 1649. In considering this failure of settlement, reference can be made to the Newcastle Propositions, the politicisation of the New Model Army, the Heads of the Proposals, the Second Civil War, the Remonstrance, Pride's Purge and the regicide. Better answers will appreciate how the radicals such as Cromwell and Ireton reacted to Charles and were forced into the regicide, 'necessity', but had also to justify their position through 'providence'. It is also likely that stronger answers will comment on the breakdown of the relationship between Parliament and Army over the period.

Question 6

'Religion was the main cause of the social and political instability of the Interregnum.'
Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates should show how religious views and policies over the period hampered political stability. Most will point out the apparent contradiction between Cromwell's religious radicalism and relative political conservatism and how his desire for 'toleration' and 'reformation' was not acceptable to the traditional gentry or even elements of the Cromwellian coalition. This could be illustrated through reference to the framework of the Instrument, the Triers and Ejectors, the cases of Biddle and Nayler, or the instructions to the Major-Generals. The social element in particular can come from the threat of the Ranters, Diggers or Quakers. However, for Level 3 and above there should be some consideration of other factors that hampered the regimes of the period from achieving political stability, e.g. the revolutionary context, the split between the Rump and Army, the divisions in the Cromwellian alliance, financial problems or the essential military nature of his rule. Some, however, may comment that the years 1653–1658, in the context of the period 1649–1660, were ones of relative political stability. Better candidates will appreciate that social, religious and political considerations were always linked.

Question 7

'Charles II was more successful in dealing with financial than with religious problems in the years 1660 to 1673.'

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Candidates should address both specified factors and make some form of limited judgment to get into Level 3. Increasingly, at this level, other factors will be brought in and candidates will bring out the interaction between the problems facing Charles II over the period as well as fuller judgement. In making relevant comment, candidates should try to make clear why such issues were important in undermining Charles. Some should comment by focus on 'How far' the degree to which Charles was undermined by these factors at Level 4 and Level 5.

Question 8

'The Exclusion movement was defeated not by Charles II's own actions but by the failure of his opponents.'

To what extent do you agree with this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

At Level 3 and above, candidates need to show the combination of factors – division among the Whigs, the question of succession, fear of a repeat of 1641, position of Parliament, role of William, for example, as well as Charles's actions in relation to these. For focus on Charles's actions, candidates might comment on the following: admission of opponents to the Privy Council, the exile of James, Danby's dismissal, refusal to interfere with the Popish Plot trials, resistance to Shaftsbury and the use of Charles's prerogative powers.

Question 9

'The revolution of 1688–1689 was a religious not a political revolution.'
To what extent do you agree with this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Candidates should assess the religious and political motivation for the revolution of 1688–1689. At the top of Level 3 and above there will increasingly be judgement with regard to the relative role each played in causing James's overthrow. At Level 4 and above, there may be some qualification of the term 'revolutionary'. While a new monarch was brought in, succession changed, limitations placed on the monarch through oath, Declaration of Rights, financial settlement, dissenters' freedom or the Scottish context of revolution may be used to illustrate change, the limited nature of opposition to James II and the conservatism of the justifications for 'revolution' may be commented on.

Question 10

How extensive were the changes in the economic and social structure of Britain during the years 1625 to 1714?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

Complete coverage of the entire period or whole country is not expected and a thematic approach is the most profitable structure for candidates. While the evidence may not be detailed in answers that take a thematic approach, it should be broad enough. Answers which are based solely upon a detailed description of one region or period are unlikely to reach beyond Level 2. Some answers may focus on the fundamentally agrarian structure of the economy; but there are numerous other possible themes, especially developments in overseas trade, including the Dutch wars or internal trade. The most successful answers will focus on the key theme of change over time.