

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI01/B)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the MarkPoint Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Unit 1 Assessment Grid

Question Number	AO1a and b Marks	Total marks for question
Q (a) or (b)	30	30
Q (a) or (b)	30	30
Total Marks	60	60
% Weighting	25%	25%

B1 Luther, Lutheranism and the German Reformation, 1517-55

Question Number	Indicative content	Mark
1	<p>The question is focused on the survival of Luther and his ideas in the years 1517 to 1525, and the extent to which this was due to the failure of his opponents to develop an effective challenge to him.</p> <p>The papacy's attitude towards Luther was initially relaxed: Luther's own order was expected to deal with his challenge. The church then arranged the debates with Cajetan in 1518 and with Eck in 1519. These failed to silence Luther, and only forced him to clarify his ideas and adopt a more radical position. Since the church could not defeat Luther's arguments the Pope fell back on the excommunication of 1520. Luther was condemned by the secular power at the Diet of Worms in 1521, but Charles V's agreement with Frederick the Wise meant that Luther was not arrested, but was held in secret in the Wartburg.</p> <p>Other factors which explain the survival of Luther and his ideas include the growing support he received within Germany, especially with the publication of the 1520 pamphlets. The protection of Frederick the Wise was crucial for Luther's personal survival. Luther's fierce condemnation of the peasants during the Peasants' War of 1524 – 25 meant that a number of Princes began to offer him their support.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the errors made by Luther's opponents and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider opposition to Luther and other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the events of 1517-21. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the inability of Charles V to restore the authority of the Catholic Church in Germany during his reign and the extent to which this was caused by the rapid spread of Lutheranism.</p> <p>In considering the stated factor, answers may refer to the popular response to Luther's message. The 95 theses reached a wide and enthusiastic audience. The printing press ensure the rapid spread of Luther's pamphlets and woodcuts, and the German New Testament in the 1520s. The urbanisation of Germany and the network of efficient trade routes carried the new teachings very speedily. Answers may also refer to the immediate popularity of Luther's message which reflected long-standing concerns over the corruption of both the Papacy and the German Catholic Church.</p> <p>Other factors which explain Charles V's failure include the absence of effective support for the Emperor from the Catholic Church itself. The church was only able to respond to Lutheranism with the Council of Trent, but by then Lutheranism had had over 20 years in which to establish itself. The conversion of many Princes to Lutheranism in the 1520s and 1530s made the restoration of Catholic authority virtually impossible. Answers may also note Charles V's wider distractions, for example against the Ottoman Turks.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider a number of reasons for Charles V's failure across most of the time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider Charles and other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing matters such as the printing press and trade routes. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B2 Meeting the Challenge? The Catholic Reformation, c1540-1600

Question Number	Indicative content	Mark
3	<p>The question is focused on the extent to which the Catholic Church was successful in responding to its critics in the years to 1563.</p> <p>Answers may note that both Protestant reformers and Catholic humanists attacked the corrupt state of the papal court, the inadequacies of the clergy at all levels, and the church's growing inability to address the spiritual needs of its adherents. Paul III swept away much of the corruption within the papal court and laid the foundations for a reinvigorated papacy to emerge later in the century. Spiritual renewal was apparent in the foundation and growth of new religious orders, but most of all through the decisions made at the Council of Trent.</p> <p>The Tridentine bishops mounted an attack on Luther's teachings. Sola scriptura was countered with an explanation of the role of scripture and tradition, and the Council challenged Luther's belief that individuals could draw their own conclusions from biblical study. Salvation depended, not on sola fide, but on merit earned through the seven sacraments and good works. The Council's disciplinary decrees aimed at improving both the education and spiritual qualities of bishops and clergy. The role of the bishop within his diocese was clarified, and there were strong attempts made to address absenteeism and pluralism.</p> <p>In challenging the question, candidates may note that the new religious orders had not spread far into Europe: that there remained elements of corruption within the Papal court; and that no accommodation had been attempted, or made, with Protestant theology or religious practices.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the Church's response to its critics across most of the time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement focused on success. At Level 4 candidates will address the question well, will begin to consider a number of ways in which the Church underwent reform, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the decisions made at Trent. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the role of Catholic rulers during the Counter-Reformation, and the extent to which their actions were influenced by political rather than religious interests.</p> <p>Answers may focus on some European states, such as the Empire and Spain: exhaustive treatment of a large number of states and rulers is not essential. Candidates may refer to some of Charles V's difficulties before 1540 and his failure to prevent the spread of Lutheranism; he was forced to accept the Religious Peace of Augsburg in 1555. Later Habsburg rulers were more equivocal in their attitude towards the counter-attack on Protestantism, notably Ferdinand I and Maximilian II. Philip II of Spain often acted through political self-interest. He imposed the Tridentine decrees in his various territories as long as his royal rights were not infringed. He intervened on the side of the Catholic League in France through fear that a Huguenot victory might restore France's power in Europe; and his attempts to overthrow Elizabeth I of England might be seen as an attempt to extend Spanish power rather than promoting Catholic interests.</p> <p>Answers may note that some rulers, such as the Wittelsbachs of Bavaria and Sigismund III of Poland, were more enthusiastic in their support of the Counter-Reformation. In France the Tridentine decrees were ignored in the 1560s as the country plunged into the wars of religion, leading to Henry IV's compromise with the Huguenots in the Edict of Nantes, suggesting a desire for reconciliation in the face of apparently extreme Catholicism.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the actions and attitudes of a number of rulers, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider the role of some rulers, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing a few rulers, including Philip II and his actions in the Netherlands. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B3 The Revolt of the Netherlands, 1559-1609

Question Number	Indicative content	Mark
5	<p>The question is focused on the outbreak of the Dutch revolts against Spanish rule, and the extent to which these were caused by both Margaret of Parma and the Duke of Alba.</p> <p>Philip II appointed his sister as governor of the Netherlands in 1559, but she exercised very little real power. She was required to govern with a consulta of three men rather than through the Dutch nobility, and had to follow the policies of Granvelle until 1564. Thereafter her actions had to be approved in advance by Philip in Spain which made effective government difficult. Her acceptance of the Compromise of 1566 was followed by the Iconoclast Fury, and Philip's decision to send Alba to the Netherlands.</p> <p>Alba's rule was notoriously harsh. He alienated the Dutch nobility by the use of the Council of Troubles, the execution of Egmont and Hoorn, and by the use of Spanish and Italian advisers. His attack on local rights was unpopular, and the introduction of the Tenth Penny helped spark the second revolt in 1572. Other factors which led to the Dutch revolts include Philip's intolerant religious policy, which was contrary to Dutch traditions. Habsburg centralisation and the sidelining of the States General alienating many, as did the failure to respect the authority of the nobility. Answers may also note the significance of the growing authority of William of Orange, and the spread of Calvinism, especially in the northern provinces.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider Margaret and Alba along with other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider Margaret and Alba with some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the rule of Alba. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
6	<p>The question requires an explanation of why, in the years 1572-1609, Spanish control was restored only in the southern provinces of the Netherlands.</p> <p>Answers may note the leadership provided by the house of Orange during this period. William of Orange had established his power in the northern provinces by 1572, and developed a stable government in Holland and Zeeland. He was instrumental in creating the Pacification of Ghent in 1576 but opposition to Spanish mutineers was the only factor which held all the Dutch provinces together. Orange's assassination in 1584 contributed to the emergence of Maurice of Nassau, whose military skills led to the creation of a strong army to protect the northern provinces. The growing influence of Calvinism in the north, and its forcible imposition by the Sea Beggars alarmed Catholics in the south, persuading them to establish the Union of Arras in 1579 under Spanish protection. The northern provinces responded with the Union of Utrecht, and in 1581 renounced their allegiance to Spain.</p> <p>Answers may also note the wider European dimension to the Dutch revolt. England provided military and financial assistance by the Treaty of Nonsuch in 1585, at a time when Spanish attention was diverted to involvement in French affairs. Answers may contrast the weakness of the Spanish economy and the country's bankruptcy in 1596 with the growing economic power of the northern provinces.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider a number of factors which explain the limits of Spanish control, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider a number of relevant factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the growing divide caused by religious differences. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the outbreak of the European witchcraze, and the extent to which this was caused by the religious and economic upheavals of the 16th century.</p> <p>Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends.</p> <p>Answers may refer to the development of a new religious outlook, especially the growing belief that the devil moved and worked in the world. The growth of state power led to an increasing number of laws on moral issues, and thus the witchcraze was partly caused by the pursuit of a godly life. Equally important was a new literal interpretation of the Bible, notably the injunction in Exodus 22:18. Answers may also refer to the views of Protestant reformers. Luther believed that witches should be burnt as heretics for making a pact with the devil. Calvin accepted the reality of witchcraft, and persecutions in Calvinist territories were comparable to other regions. The Jesuits were more enthusiastic pursuers of witches than the Dominicans had been. Europe faced many economic problems in the late 16th century with unprecedented inflation and the fall in the standard of living, and some links might be made between widespread famine and the witchhunts.</p> <p>Other factors which promoted the outbreak of the witchcraze include the spread of ideas about witches among the intellectual elite, and variations in state power from one region to another. The role of significant individuals may also be addressed, as well as growing strains within society in many countries. Examiners should note that material relating to the 17th century may not be relevant.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider religious and economic upheavals and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider religious and economic change with some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some religious aspects and/or economic change. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
8	<p>The question requires an explanation of the reasons for the widespread regional variation in the intensity of the witchcraze in the years c1580-c1650.</p> <p>Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends.</p> <p>There is much material which candidates may include in their answers, and so a comprehensive response must not be expected. Answers may note regional differences in trial processes. The inquisitorial system and the use of torture both had a profound effect, increasing the chances of conviction, and the likelihood that the tortured would reveal names of their alleged accomplices. Once the authorities believed that witchcraft was a conspiracy then a witchcraze could follow. Conversely, the Roman and Spanish Inquisitions were painstaking in their procedures, and inquisitors realised how difficult it was to prove cases of witchcraft. The conflict between Catholicism and Protestantism in the borderlands of France, Germany and Switzerland may be investigated. There was less religious change in Spain and Italy, which may explain the small number of witch hunts in these regions. Prominent individuals were active in some regions, including Matthew Hopkins in East Anglia in the 1640s, Christian IV of Denmark, James VI/I in Scotland and England, and Balthazar Nuss in Fulda.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider a number of reasons for varying regional intensity, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will address regional intensity, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing some aspects of the trial processes. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on the plantations policy pursued by the Stuart Kings in the years 1603-40, and the extent to which the growth of hostility between Catholics and Protestants was the most important effect of that policy.</p> <p>Tyrone's rebellion had been a formidable threat to English power, and the subsequent settlement in Ireland would have to be a comprehensive one. James I introduced systematic colonisation in Ulster and the unplanted lands in Munster to contain the threat posed to English security by Catholic landowners. Catholic lands were confiscated and parcelled out to English and Scottish migrants, and by 1641 as many as 100,000 skilled craftsmen and former soldiers had settled in Ireland. One effect of the plantation policy was to increase the power of Protestant officials working on behalf of the crown. Resentment against Protestant settlers and officials erupted in violence in 1641.</p> <p>Another effect of the plantations was the complete dominance of English and Scottish Protestants in Irish government and the exclusion of the Catholic interest. Although Irish opposition to the plantations had become acute by 1640, the Irish policies pursued by the Stuart Kings had given Ireland forty years of peace along with a growing and stable economy.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider religious hostility along with other effects of the plantation policy, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider religion along with some other effects, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing religion exclusively. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the government of Ireland in the years 1660-88, and on the extent to which the Irish people were disappointed by the Restoration government.</p> <p>Answers may place the Restoration within the context of Cromwell's confiscation of all Catholic estates, the resettlement west of the Shannon, and the powerful promotion of Protestantism throughout Ireland. Although the Restoration saw the return of estates to those who had fled to France with Charles II, Ormond decided that the Cromwellian settlement should remain in place. Thus Catholics were restored to only 20% of the land which they had held in 1641. There was some relief from religious persecution which helped in the re-establishment of Catholicism throughout Ireland, and there were significant improvements in the provision of Catholic education and in the legal status of Irish Catholics. Protestants welcomed the re-establishment of the Episcopal Irish church while laws against dissenters were not strictly enforced.</p> <p>Answers may also consider the importance of the development of trade, with England, Europe and the colonies, and the restrictions placed on commercial activity from time to time. Tyrconnel carried out an openly Catholic policy, which included the promotion of Catholics to high office, though his actions were reversed following the accession of William and Mary.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the reaction of various Irish groups to the Restoration government, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider the policies of the Restoration government, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing religious aspects of the settlement. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B6 The Thirty Years War and its Impact on Continental Europe, 1618-60

Question Number	Indicative content	Mark
11	<p>The question is focused on the outbreak of the Thirty Years War in 1618, and the extent to which the growth of Habsburg power in Europe was responsible for the conflict.</p> <p>In considering the given factor, answers may note that Habsburg power had been consolidated during the Counter-Reformation, and in the early 1600s successive Emperors remained determined to weaken Protestant power in Germany. The seizure of Jülich in the name of Rudolph II in 1611 was seen by the German Princes as a disturbing extension of Habsburg power in north-west Germany. Both Rudolph and Ferdinand II attempted to assert their authority in Bohemia and to act against Protestants, who formed the overwhelming majority of the population. The Archduke Ferdinand's Catholic policy in Bohemia from 1617 led to the defenestration of Prague, the creation of a national militia and pleas for foreign assistance. Ferdinand's election as Emperor in 1618 sparked Bohemian resistance with the offer of their crown to the Calvinist Frederick, the Elector Palatine.</p> <p>Other factors which led to war include Spain's determination to protect the Spanish Road: Sweden and Denmark's interest in expansion around the Baltic: and the ambitions of many German Princes to gain complete independence from Imperial control. Answers may also refer to the religious dimension in the outbreak of the war, noting religious tensions between militant Catholicism and Calvinism, and the formation of the princely leagues, the Evangelical Union and the Catholic League.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider opposition to Habsburg power and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider Habsburg power and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering the Bohemian revolt. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the Thirty Years War and its aftermath to 1660, and the extent to which the years of conflict changed the lives of the population of the German states.</p> <p>Answers do not have to include specific information on the period 1648-60, but may refer to the enduring legacy of such a long conflict. From the outset the war was noted for its savagery, notably, perhaps, by Mansfeld and his forces in the early 1620s. Both sides used mercenary armies accustomed to pillage and violence against civilians, and commanders were unable to impose effective military discipline. There was significant economic dislocation. Economic decline predated the war through the rising power of Sweden, England and the Netherlands, and this process was accelerated by the conflict as normal trade routes were broken. The decline of feudalism was speeded up in some areas of Germany, though the overall pattern of change is patchy. There is evidence that the German population overall declined by around 20%, though this figure was significantly higher in areas which lay on the routes of invading armies. Some cities, notably Augsburg and Magdeburg, were hit badly, though others such as Hamburg profited from the war. The religious divisions of Germany, begun by the Religious Peace of Augsburg in 1555, were confirmed and strengthened at Westphalia. Answers may also note the impact of the war on the fluctuating witchcraze within Germany.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the extent of change in the given period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider some features of change over time, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the devastation caused by the war. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B7 Crown, Conflict and Revolution in England, 1660-89

Question Number	Indicative content	Mark
13	<p>The question is focused on the Restoration settlement, and the extent to which it was successful in creating a workable system of government for church and state.</p> <p>The Declaration of Breda promised a broadly based religious settlement. However the Savoy conference failed through high church obstruction, and Venner's Fifth Monarchist rising soured relations between religious groups. Anglican ministers were restored to their former livings, making the re-establishment of the Church of England an established fact. The Act of Uniformity of 1662 and the Clarendon Code drove many ministers into nonconformity, though after some initial persecution many authorities adopted a policy of benign neglect. Charles's declaration of 1662 reminding MPs of his Breda promises was ignored.</p> <p>Divisions between loyalists and their opponents in 1660 made it difficult to agree on the powers to be exercised by King and Parliament. By 1664 the King had been granted substantial powers, including the right to declare war and make peace. Triennial parliaments were established, but there was no mechanism to enforce this provision. The separation of powers between King and Parliament was not made clear, and this led to tensions throughout Charles's reign. Although the King was granted an annual income of £1.2 million, he was left with a constant shortfall. For most of his reign Charles relied on parliamentary subsidies, which only increased friction between King and Parliament.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the effects of the Restoration settlement in church and state, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider some features of the settlement, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by addressing the powers of both king and parliament. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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14	<p>The question is focused on the second and third Anglo-Dutch wars, and the extent to which these were caused by England's ambition to preserve and expand its overseas trade.</p> <p>Candidates do not have to consider the events of both wars unless they are relevant to matters of trade.</p> <p>Answers may contextualise the wars by noting that the first war, of 1652-54, had not crushed Dutch maritime power, which still flourished in the Baltic, West Africa, and in India, where the Dutch operated a monopoly of trade. The Dutch also traded illegally with England's North American colonies. The second Dutch war ended with the Treaty of Breda in 1667 which conceded Dutch demands in West Africa but allowed England to hold on to New Netherland (New York). However, commercial rivalry remained, and England fought the third war in alliance with France to crush Dutch commercial power. Under the treaty of Westminster New York was formally ceded, and the Dutch hold on Surinam was confirmed.</p> <p>Other factors which may be addressed on the reasons for the wars include the need to end the Dutch interference with the North American colonies, which was responsible for declining revenues for England. Moreover, the third Anglo-Dutch War was linked to Charles's negotiations which led to the secret treaty of Dover and the French alliance. Answers may also note that the wars were linked to growing colonial rivalry between the two powers, as each country tried to increase the number of their overseas possessions.</p> <p>Answers at Level 5 will have a secure focus on the question, will consider the significance of overseas trade and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement. At Level 4 candidates will address the question well, will begin to consider overseas trade and some other factors, but the selection of material and/or consideration of the focus may lack balance or be less secure. Level 3 answers will attempt analysis with some understanding of the focus of the question, probably by considering some events during the wars. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies. At Level 2 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places. Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

