



Mark Scheme

Summer 2017

Pearson Edexcel GCE AS
In History (6HI01) Paper 1B

Paper 1B: Power, Belief and Conflict in Early
Modern Europe

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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 Mark Point 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> |
|----------|--------------|--|

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 Luther's ideas on religion, and the extent to which these changed in the years 1517-25.</p> <p>The 95 theses of October 1517 were intended simply to promote an academic debate among Catholic theologians. They focused on corrupt practices within the church, notably the sale of indulgences. At a meeting with Cardinal Cajetan at Augsburg in 1518, Luther could not accept that his ideas were wrong, and demanded biblical evidence. The debate with Johann Eck at Leipzig in 1519 was an important one. Eck forced Luther to refine his ideas. Luther decided that there were no special powers attached to the papacy, and that therefore the structure of authority within the Catholic Church was invalid. Luther's ideas were condemned as heresy at the Diet of Worms in 1521.</p> <p>Answers may also refer to the 1520 pamphlets. Two of these questioned the need for seven sacraments, and addressed the idea of justification by faith alone. The Address to the German Nobility saw a further development in Luther's thinking. He rejected papal control over secular powers, and asserted that a prince had the power to control religious affairs within his own territory. Rebels in the Peasants' War of 1524-26 believed that Luther's idea of the priesthood of all believers promised greater social equality, only to find that Luther condemned them in his pamphlet "Against the Murderous, Thieving Hordes of Peasants".</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which Luther's religious beliefs changed over time, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 extent to which the spread of Luther's ideas within Germany in the years 1517-55 was caused by Charles V's weak military and political power.</p> <p>Answers may note that Charles V exercised very little power within Germany. The central government was very weak and authority was shared between the Imperial diet and the princely states. Thus Charles's attempts to suppress Lutheranism depended on both the political and the military support of the Princes, which was not assured after some of them defected to Lutheranism in the 1520s. The formation of the Schmalkaldic league in 1531 meant that Charles would ultimately have to defeat Lutheranism on the battlefield.</p> <p>Other factors which encouraged the spread of Luther's ideas include the printing press. As early as 1520 300,000 Luther and pamphlets had been distributed; and the German New Testament was also enthusiastically received. The papacy gave the Emperor no real support against Lutheranism since it was distracted by events such as the Italian wars and the Sack of Rome in 1527. Charles was also diverted by other problems outside Germany, in Spain, the Netherlands, North Italy, and against the Ottoman Turks. Luther's ideas found a ready audience among the German people, many of whom were deeply dissatisfied with the state of the Catholic Church in the early 16th century.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of reasons for the spread of Luther's ideas within Germany, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 revival of the Catholic Church in the years to 1563, and the extent to which the Council of Trent was responsible for this renewal.</p> <p>The Council of Trent responded to its Catholic and Protestant critics by upholding traditional doctrines on Scripture, tradition, the seven sacraments, and good works. Luther's beliefs, including sola fide and two instead of seven sacraments, were rejected with little discussion. The Council also took steps to impose effective discipline on bishops and priests, and attempted to counter corrupt practices such as absenteeism, simony and nepotism. Attempts were made to promote better education of parish clergy, a task taken on by the Jesuits after the council. Finally, the Council intended reforms of the missal and breviary, and entrusted this task to the papacy. Taken together, the Council's decrees established clear dividing lines between the beliefs and practices of Catholic's and Protestants.</p> <p>Other factors leading to the revival of the Catholic Church include the founding of new religious orders such as the Jesuits and the Ursulines, both of which painted spiritual renewal. Renewal of both papal and church government was begun during the pontificate of Paul III. Thus by 1563 the church had fostered a culture of spiritual and disciplinary renewal which would be implemented during the Counter-Reformation.</p> <p>Level 5 answers will have a secure focus on the question, will address the significance of the Council of Trent and some other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some decisions made at Trent. However, the supporting material is likely to be a descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 restoration of the authority of the Catholic Church in the years 1563-1600, and the extent to which this was achieved through the support of Catholic rulers.</p> <p>In considering the stated factor, answers may note that church authority was already secure within the Catholic states of Germany, but was reinforced by the Tridentine decrees and by the determination of various rulers, notably the Wittelsbachs in Bavaria, to be active in campaigns against Protestantism. Catholic authority in Spain and Hungary was already strong, and remained so during the Counter-Reformation. Sigismund III was influential in promoting Catholicism in Poland from 1587.</p> <p>Other relevant factors include the decrees of the Council of Trent, which satisfied most Catholic critics of the church. New religious orders, notably the Jesuits, were very active in promoting catholic interests and the authority of both the church and the papacy. In France, attempts to restore Catholic authority led to the disastrous Wars of Religion, leading to Henry IV's compromise with the Huguenots in the Edict of Nantes.</p> <p>Level 5 answers will have a secure focus on the question, will address the support of Catholic rulers and some other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 causes of the Dutch revolts, and the extent to which Philip II's policies within the Netherlands caused those rebellions.</p> <p>In considering the stated factor, answers may note that Philip's rule in the years 1555-59 saw growing tensions between the King and the Dutch nobility. Philip's policy of centralisation offended Dutch traditions, and the grandes were deeply offended by being marginalised by the Spanish. The appointment of Margaret of Parma, and of Alba, as Philip's representatives in the Netherlands only deepened the divisions between the Spanish and the Dutch. Alba's rule in particular was very unpopular, and there was significant opposition to the actions of the Council of Troubles, and to the introduction of the Tenth Penny. Resentment of Philip's actions and policies gave growing support to the Sea Beggars, and to William of Orange's intervention in 1572.</p> <p>Other relevant factors include opposition to Philip's religious policies: his attacks on heresy went against Dutch traditions of tolerance. The growth of Calvinism, and events such as the Iconoclast Fury, also contributed to the Dutch revolts.</p> <p>Level 5 answers will have a secure focus on the question, will address Philip II's policies and some other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of Philip's rule. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 Spain was able to recover control over its southern provinces in the Netherlands in the years to 1585.</p> <p>Answers may consider the significance of Parma's diplomatic and military skills in achieving that success. Candidates may refer to Parma's entry to the Netherlands in 1577 at the head of a substantial army. His skilful diplomacy with Hainault, Walloon Flanders and Artois led to the Treaty of Arras in 1579, which made several concessions to Spanish authority. He secured a base in Hainault from where he planned the reconquest. Backed by Spanish money and reliable troops, Parma had considerable success; he forced the surrender of Brabant and Flanders and organised a brilliant siege of Antwerp in 1584. With the fall of the city all the southern Netherlands had returned to Spanish control.</p> <p>Answers may also note the extreme disorganisation of the Union of Utrecht, whose members, in the absence of a single sovereign, often acted independently of each other: the Union's military difficulties, including a poor command structure; and the assassination of Orange in 1584. Answers may also refer to the involvement of Anjou and Elizabeth I of England in the affairs of the Netherlands, notably Anjou's unsuccessful intervention in the years 1578-83.</p> <p>Level 5 answers will have a secure focus on the question, will address the stated factor and a number of relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of the English intervention. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 extent to which the European witchcraze was caused by religious change during the given period.</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>In considering the stated factor, answers may note that both the Reformation and Counter-Reformation fostered the development of a new religious outlook. There was a growing belief that the devil was a person who could move and work in the world, and that he could make pacts with individuals in order to spread harm. Both Catholic and Protestant reformers subscribe to this view, accepted the reality of witchcraft, and pursued witches with vigour. At the same time they attacked mediaeval superstitions and the practices of white witches. The production of Bibles in the vernacular encouraged a new literal interpretation of texts, such as Exodus 22: 18.</p> <p>Other factors which promoted the European witchcraze include variations in state power: a witchcraze tended to develop more often in small rather than larger states, and where state power was not very strong. Wars during the period led to economic and social changes, including a growing number of unmarried or widowed women. Climate change was another factor which caused disruption to everyday life.</p> <p>Level 5 answers will have a secure focus on the question, will address religious change and some other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the Reformation. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 is focused on the intensity of witch persecutions during the given period and the extent to which this was caused by the attitudes of local rulers. 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>In considering the stated factor, answers may note the influence on the intensity of witch persecutions of various local rulers. For example, the significance of James I's attitude to witches varied in both Scotland and England. There was intense persecution in Denmark under Christian IV and in some of the smaller Prince-bishoprics of Germany. Conversely, Queen Christina of Sweden was unwilling to support witch persecution, which explains the limited number of trials in her country.</p> <p>Other factors responsible for the varying intensity of witch persecutions include different legal systems (candidates may compare the intense persecution caused by the inquisitorial system in some European states with the limited number of trials in England, where torture was forbidden): the temporary effects of war, especially in the German states; and the extent to which everyday life was changed by, for example, food shortages and climate change. Answers might note that there was little witch persecution in Spain because its legal system insisted upon clear proof of wrongdoing. Answers may also refer to individuals such as Matthew Hopkins who wielded considerable power for a short time in East Anglia. Reference to the authors of texts such as Kramer, Sprenger and Remy may not be directly relevant.</p> <p>Level 5 answers will have a secure focus on the question, will address the stated factor and other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering one or two individuals. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 Tyrone's rebellion, and requires an explanation of why it took Elizabeth I so long to suppress the rising.</p> <p>Tyrone's rebellion proved a substantial threat to English power in Ireland. He was given financial assistance by Spain, enabling him to arm an unprecedented number of men. The rising was concentrated in Ulster, and the province's natural defences made it difficult the English troops to penetrate the area effectively. A key event was the heavy defeat inflicted on the English at Yellow Ford in 1598, which encouraged uprisings throughout Ireland and the rapid destruction of the Munster plantation. Essex as Lord Deputy was a disastrous appointment. He spread out his forces by forming garrisons in the South, and his expeditions to the north were unsuccessful.</p> <p>The appointment of Mountjoy might be viewed as a key turning point in England's campaign against the Irish. He carried out a policy of attrition in Ulster which led to a famine in the province; and he tied down Tyrone in Ulster throughout 1601. The English defeat of the Spanish troops at Kinsale in 1601, and the defeat of Tyrone in pitched battles the following year, were factors which persuaded that Tyrone to surrender to Elizabeth I in 1603.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering Mountjoy's leadership. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 threats to English rule in Ireland in the years 1641-60, and requires a judgement on the extent to which English rulers were successful in dealing with these threats.</p> <p>Answers may note that the Confederate War was a far more serious threat to English control than Tyrone's rebellion had been. The revolt became organised with the Confederation of Kilkenny in 1642, which was officially recognised by France, Spain and the Papacy. Ormond defeated Confederate forces in 1642 and 1643, and was forced to negotiate the Cessation of Arms of 1643 and the first Ormond peace of 1646 in order to release Irish troops to fight for the King in England. Confederate control of Ireland remained strong, although Ormond gradually extended his control. However, the Irish were unable to resist the brutality of Cromwell's fierce campaigns from 1649. The massacres at Drogheda and Wexford were followed by the forced evacuation of Confederate populations, the mass confiscation of Catholic lands, and the imposition of a secure a Protestant ascendancy.</p> <p>Level 5 answers will have a secure focus on the question, will address some threats to English rule, and the English response to them, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the Confederate War. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 Habsburg military successes in the years to 1632, and the extent to which Wallenstein's leadership was the most important reason for these victories.</p> <p>In considering the stated factor answers may address Wallenstein's career in the years to 1632. By 1625 he had become a significant military figure and leader of the Imperial forces. He was victorious against Mansfeld in 1626 and in 1627. After defeating Christian IV he persuaded the Emperor to make peace with Denmark in 1629. He was dismissed in 1630 but was recalled after Tilly's defeat at Breitenfeld in 1632. Wallenstein's forces were defeated by the Swedes, and he was dismissed for a second time.</p> <p>Other factors explaining Habsburg successes include Tilly's leadership. His troops had an easy victory against Bohemia at the White Mountain in 1620, and had an easy victory over Christian IV at Lutter in 1626. Habsburg forces were usually significantly larger than those of their opponents, thanks in part to the assistance provided by Maximilian of Bavaria. The Protestant Union proved weaker than the Catholic League, and the armies of Denmark were no match for those of the Habsburgs. The Coalition of the Hague raised the possibility of English intervention, but this did not materialise beyond simple moral support.</p> <p>Level 5 answers will have a secure focus on the question, will address Wallenstein's leadership and other reasons for Habsburg successes, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some of Wallenstein's victories. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 consequences of the Thirty Years War in the years to 1660, and the extent to which the weakening power of Spanish and Austrian Habsburgs were the most important consequence of the conflict.</p> <p>In considering the stated factor, answers may note that the power and prestige of the Austrian Habsburgs were both significantly weakened by the war. The Edict of Restitution of 1629 was withdrawn, and the Emperor had to agree to grant Calvinism legal status. Perhaps more significant was the change in the Emperor's position within Germany. As the independent rights of the Princes were recognised, the role of the Emperor became simply an honorary one. The Spanish Habsburgs also fared badly as a result of the war. Conflict with France continued until the Peace of the Pyrenees in 1659, and Spain was finally forced to recognise the sovereign independence of the Dutch Republic.</p> <p>In considering other factors, answers may note the growing power of both France and Brandenburg. French territorial gains on her eastern border began the process of French expansion which continued under Louis XIV. The granting of eastern Pomerania to Brandenburg made her the largest state in Germany apart from the Austrian lands. Answers may also note the effects of the war on the population of Germany. All sides used mercenary armies during the war: their military discipline was very weak and they often used violence against the civilian population. The breaking of existing trade routes caused economic dislocation, and overall there appears to have been a decline in population of around 20%.</p> <p>Level 5 answers will have a secure focus on the question, will address the effects of the war on the Spanish and Austrian Habsburgs along with other points, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering political changes within Germany. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 Charles II's difficult relationship with his parliaments in the years to 1678, and the extent to which this was caused by the state of Royal finances.</p> <p>In considering the stated factor, answers may note that Charles experienced financial difficulties throughout most of his reign. The Restoration Settlement was intended to provide the King with an annual income of £1.2 million, but there was often a shortfall, and this ultimately led to the Stop of the Exchequer in 1672. Charles's constant need for funds, coupled with expenditure on the Anglo-Dutch wars, meant that he was forced to make constant demands on Parliament for subsidies, which influenced the relationship between the two.</p> <p>Other factors which made the King's relationship with Parliament difficult include the religious question. The Act of Uniformity of 1662 and the Clarendon code of laws forced Presbyterians out of the church, contrary to Charles's hopes for a broad religious settlement; and many members opposed the The declaration of Indulgence of 1672. MPs resented many of the King's ministers, notably Clarendon, who was unwilling to work with them. Although Parliament gave initial support to both Anglo-Dutch wars this rapidly faded in the light of setbacks such as de Ruyter's action in the Medway, and the indecisive encounter off Southwold Bay. Many MPs were suspicious about the intentions of both Charles and his brother, and feared a drift towards authoritarian rule.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some financial issues. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>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 |
|-----------------|---|------|
| 14 | <p>The question requires a judgement on why James II was in a strong position in 1685, but was forced to flee the country only three years later.</p> <p>Answers may note that Charles II had worked very hard since the late 1670s to thwart Whig demands for James's exclusion from the throne. His policy had succeeded and in the last years of his reign Charles saw growing popular support for his rule. There was general satisfaction at James's peaceful succession in 1685. His new parliament was very loyal, and granted him a generous income for life; and in return James promised to forgive all those who had supported exclusion.</p> <p>Over the next three years James dissipated the goodwill which existed in 1685. Answers may note the severe suppression of Monmouth's rebellion and the actions taken by James to promote Catholicism and to sideline opposition to him; candidates may refer to his belief in divine right and the close links the Stuarts had established with Louis XIV. The Declarations of Indulgence, attacks on the independence of boroughs, and the trial of the seven bishops, all led to increased opposition to the King. The birth of a son and heir in 1688 threatened a continuing line of Catholic monarchs. Leading politicians sought the intervention of William of Orange, the husband of James's daughter Mary. His arrival with a Dutch army in south-west England in 1688 saw support for James evaporate very rapidly; and he was forced to flee to safety in France.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of reasons for James's early popularity and later flight, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the promotion of Catholicism. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p> | 30 |