

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in History (6HI02/A)

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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.

## 6HI02: Generic Level Descriptors

### Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> The qualities of Level 4 are securely displayed.</p>
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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Part (b)

### Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

### AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

### AO1a and AO1b (24 marks)

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 analytically (i.e. 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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 simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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 show some understanding of the focus of the question. They may, 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 mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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. There will be some integration of contextual own knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*



**A02b (16 marks)**

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### 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.

**A1 Henry VIII: Authority, Nation and Religion, 1509-40**

Question Number	Indicative content	Mark
<b>1 (a)</b>	<p>The sources offer evidence to both support and challenge the view that Henry intended to treat the rebels harshly. Evidence to support the claim can be found in both sources 1 and 3. Source 3 offers the strongest evidence, detailing a range of consequences for the menfolk of the areas involved in rebellion, indicating harshness as retribution and prevention of further unrest. Whilst in source 1 Henry indicates he does not intend to treat rebels harshly if they regret their actions, the reference to force, the 'handing over of the ringleaders' and even mercy suggest the potential for harsh treatment. Thus, source 1 is also likely to be used in disagreeing with the contention in the question, with Henry indicating how order has been restored peacefully and referring to the support of subjects in achieving this. Source 2 is also likely to be used to demonstrate this, with Hall detailing Henry's pardon and the subsequent measures to mollify the rebels and restore order in a manner that would be satisfactory to all. In exploring the differing views, candidates may highlight the attribution of sources. Henry's apparent desire to play down the significance of the rebellion may be considered from source 1, as may the date of this, coming early in the chronology of the rebellions of 1536-7. Hall's position as contemporary historian and MP supportive of Henry may be considered, whilst the differing nature of Henry's instructions to Norfolk in response to the later rebellion of 1537 may also be explored in considering the differences. Candidates considering such issues with specific reference to the content of the sources can achieve Level 3. Responses which reach a judgement reasoned through a careful consideration of the evidence can achieve Level 4.</p>	20

Question Number	Indicative content	Mark
<b>1 (b) (i)</b>	<p>Overall the sources provide evidence for a range of arguments concerning the extent to which Wolsey aimed to increase royal authority. In examining the extent to which he aimed to strengthen Henry's power in domestic matters, candidates may address a range of matters across law and justice, control of the nobility and the application of royal authority across the country. Source 4 highlights how Wolsey strengthened justice through the Star Chamber and the system of local justice under JPs, whilst also limiting the role of parliament. Candidates may infer from this that a stronger and more effective legal system would have the consequence of strengthening the king's authority, and that it was Wolsey's intention to do this. Source 5 points to Wolsey's aims to reform royal finances and administration. Candidates may use knowledge and inferential skills to develop the argument that financial reforms were essential for allowing the king to pursue his policy aims. In contrast to this representation, candidates may use Sources 5 and 6 to explore the extent to which Wolsey's policies aimed primarily on extending his own wealth and power. Source 5 highlights Wolsey's attempts to reduce the influence of others on the king and so monopolise power. In source 6, Vergil develops this line, and candidates may infer that Wolsey sought power for himself, and that by doing so other valuable sources of counsel were lost.</p> <p>Candidates can both develop and challenge these claims by reference to contextual knowledge. The use of Star Chamber to control the nobility, Wolsey's extensive restriction of access to the King, the example made of Buckingham and the work of the regional Councils can all be used to argue that Wolsey's primary intention was to strengthen Henry's power while a consideration of Wolsey's own position can be used to challenge and evaluate the claim. Candidates can develop this by reference to claims that Wolsey aspired to be an 'alter rex' and may refer to his accumulation of titles and wealth and his construction of Hampton Court Palace as evidence of these aims. They may develop knowledge related to his relationship with the nobility, including the execution of Buckingham, to examine whether he was motivated by pursuing personal vendettas against that class or by the need to bring the nobility under control in order to strengthen royal authority.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the extent to which Wolsey's main aim was to increase royal authority, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question asks candidates to assess the extent to which political factions were responsible for the religious changes that took place in the years 1533-40. Taken as a set the sources offer evidence for and against the claim in the question. Source 7 refers to the claim that Henry was <i>'weak and dominated by factions'</i>, a view that may be developed by reference to the <i>'Catholic Norfolk faction at Court'</i> in Source 8 and by drawing inferences from Source 9 regarding the parties to which Cromwell is referring. Candidates may use the evidence in the sources to open up the discussion on the importance of the role of political factions by contrasting the claims in Source 7 and 9 that <i>'Henry was far more actively involved than this emphasis on factional influences would suggest'</i> and that he <i>'leaned to neither one nor the other party'</i>, with the view in Source 8 that religious change by 1539 was influenced by <i>'a conservative reaction'</i>. Candidates may use their knowledge to explain the influence of reformers like Cromwell and to link his position in Henry's court to the ability to influence religious change. They may refer to the religious changes introduced by Cromwell such as the Ten Articles (1536) and the Injunctions of 1536 and 1538 and use this to consider the extent to which he was driving religious changes. They may develop the argument with reference to the reaction by the Conservatives, led by Norfolk and Gardiner and the extent to which they influenced the passing of the Act of Six Articles (1539). They may use the references in Source 8 to <i>'an alliance with the Lutheran Princes'</i> and to <i>'the influence of..Catherine Howard'</i> to examine the role played by the political factions in encouraging the king's marriages to Anne of Cleves and Catherine Howard as a key issue in the development of religious change. In this way candidates will have the opportunity to begin to explore the relative significance of the influence of political factions.</p> <p>Candidates may challenge the view in the question by exploring a range of alternative factors that drove religious change. Candidates may indeed argue that whilst the political factions were influential, Henry's ultimate authority meant religious change was shaped by his final decision, and any variation that took place was largely a result of either his consent where changes were within the scope of his religious views, or due to changes being suited to whatever practical concerns mattered to Henry at a given time. They may use Sources 7 and 9 to consider the view that Henry's own religious views were a driving force in religious change, and may develop knowledge related to his role in the development of the Royal Supremacy and in the production of the Six Articles. They may use the reference in Source 7 to the <i>'assertion of authority'</i> to examine the motives behind the dissolution of the monasteries, including the acquisition of wealth. They may identify foreign policy needs as a motivating force for Henry's support of the English Bible, as claimed in Source 8 and contrast this by inferring from Source 9 that Henry was motivated by a desire to reform the Church.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to</p>	40

	demonstrate a clear understanding of the extent to which political factions shaped religious changes, with a sharp focus on agreement or disagreement with the given view.	
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## A2 Crown, Parliament and Authority in England, 1588-1629

Question Number	Indicative content	Mark
<b>2 (a)</b>	<p>Candidates are asked to assess the extent to which evidence is offered to demonstrate that Parliament was responsible for the problems of 1621. Evidence can be found in all three sources to suggest that Parliament was to some extent responsible, although source 11 seems to give the strongest evidence, with James indicating that by meddling with the issue of the Spanish match and policy towards the developing war in Europe, Parliament was trespassing on royal prerogative. Source 10 is evidence of this to some extent, in so far as it is a petition from the Commons to the King, although the nature of its content suggests more that Parliament is merely defending its own privileges against an overweening monarch. Source 12 highlights the fears and concerns of both sides, and thus can be taken as evidence either way. Additionally though, it suggests that these differences need not be so great as to create problems between King and Parliament, more suggesting that individuals sought to conflate the 'misunderstanding' between the two parties. Candidates may develop this allusion with reference to 'minorities in parliament'.</p> <p>Candidates may take a range of approaches in considering the nature and provenance of the evidence, perhaps also highlighting the particular chronology of the evidence, in seeing James' answer as being a response to the petition, or reflecting on Eliot's imprisonment when writing. Candidates may also examine the position of those involved, highlighting how sources 10 and 11 reflect the concerns of the respective parties and the due deference between these. With regards to source 12, candidates are likely to focus on Eliot's opposition to the Crown, although astute responses may emphasise how his evidence does little to place the blame with the King.</p> <p>Candidates utilising inferential skills or consideration of provenance in relation to issues identified in the content of the sources should achieve Level 3. Responses which are able to reach judgement on the extent of agreement considering the weight of the evidence will be deserving of Level 4.</p>	20

Question Number	Indicative content	Mark
<b>2 (b) (i)</b>	<p>The question asks candidates to offer an assessment of Elizabeth's problems in the latter years of her reign. Both sources 13 and 14 highlight the problem of inflation in late Elizabethan society. Source 13 indicates some of the perceived causes of inflation, linking price rises to other problems such as the need for subsidies, whilst also opening up issues such as the problem of monopolies and the general condition of ordinary people. Source 14 could be used to extend these, indicating the suffering of the poor due to rising food prices. Source 15 can also be linked to monopolies and the demands of royal finance, linking these issues to the war in Ireland, plagues and bad harvests.</p> <p>Candidates may draw on their own knowledge to extend the debate in a number of ways. Elizabeth faced severe difficulties in financing her government which led to tensions in parliaments, because of inflation and the inadequacies of the system, and this was exacerbated by the ongoing war and rebellion in Ireland. This led to levels of popular unrest and fears of rebellion, but also encouraged unity and loyalty to the Queen. Candidates may use own knowledge to explain the problems in Ireland, and the costs associated with suppressing the rebellion, and link this with the Spanish war in terms of both moral and military support for the rebels from Elizabeth's enemies. They can also draw on religious conflicts to explain both the war and the Irish rebellion. The inefficiency of the administration is also a factor in this argument, and helps to link the conflicting views. Thus candidates may argue that whilst inflation was a significant issue in Elizabeth's latter years, it has to be seen in the context of complex and interacting problems.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the problems facing Elizabeth, with a sharp focus on agreement or disagreement with the given view.</p>	40



Question Number	Indicative content	Mark
<b>2 (b) (ii)</b>	<p>The question asks candidates to offer an assessment of the breakdown of relations in the years 1624-9. Candidates may well start with Source 16, which raises the issue of parliament's suspicions about Charles' religious sympathies. Candidates are likely to use the claim in Source 16 that <i>'the Commons devoted nearly half of its time to religious concerns'</i> to develop the argument that religion played a vital role in the breakdown of relations by drawing inferences about its significance. Candidates may refer to Charles' appointment of the Arminian cleric Montagu which <i>'horrified'</i> parliament, and may link this to the reference in Source 18 to the promotion of <i>'Arminian clerics in the Church'</i> to show that this was not an isolated appointment. They may develop religious suspicions by considering parliament's reaction to Charles' marriage to the French Catholic Henrietta Maria within months of taking the throne, and the implications this had, particularly concerning fears over religion. They may link religious conflict with fears of absolutism, which can be inferred from source 18 <i>'preaching that subjects were bound to obey even an unjust king'</i> and develop this issue with knowledge about Charles' character and attitude to Divine Right. Candidates may develop religious concerns by using knowledge to contrast Charles' religious beliefs with that of the members the Commons and use this to help in reaching a judgement about the significance of the factor.</p> <p>Candidates may challenge the view in the question by exploring a range of alternative factors that played a role in the breakdown of the relations between King and Parliament. They may use evidence from Sources 17 and 18 to explore the impact of war on the deteriorating relationship. Candidates may develop this with reference to the support that existed within parliament for a pro-war policy, and the expectancy this created, leading to greater disappointment with the failure to prosecute this successfully from the Mansfeld expedition of 1625 through to the failed expeditions against France from 1628. They may use Source 18, combined with own knowledge, to explore the criticisms of Buckingham's conduct of the war and broaden the argument referring to the criticism of Buckingham's misuse of patronage outlined in Source 16, to consider the significance of Buckingham's role and Charles' determination to defend him from impeachment in the breakdown of relations. The role of finances in the breakdown of the relationship may be identified from the sources with references to parliament's refusal of <i>'supply'</i> and <i>'subsidies'</i> in Source 16, and the <i>'insulting'</i> restrictions placed on the collection of tonnage and poundage in Source 18. Candidates may use their own knowledge of parliament's motives and Charles' reaction including the forced loans and billeting to explore how far this factor was central in the breakdown of relations.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear assessment of the problems of 1624-9, with a sharp focus on agreement or disagreement with the given view.</p>	40

