

Mark Scheme (Results)

January 2013

GCE History (6HI01/B)

Unit 1: Historical Themes in Breadth

Option B: 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>

<p>3</p>	<p>13-18</p>	<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>
<p>4</p>	<p>19-24</p>	<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 progress of the German Reformation in the years 1517-1521, and requires a judgment on the extent to which Luther's ideas developed during this period.</p> <p>The 95 theses of October 1517 were intended simply to promote an academic debate among theologians. They focused on corrupt practices within the Catholic Church, especially the sale of indulgences, such as those being offered at the time by John Tetzel to pay for the building of St. Peter's Basilica in Rome. Luther engaged in two debates with papal emissaries. At the meeting with Cardinal Cajetan in Augsburg in 1518, Luther refused to accept that his ideas were incorrect, and appealed to Biblical evidence to prove him wrong. The debate with Eck at Leipzig in July 1519 was much more significant. Eck forced Luther to take his ideas to their logical conclusion. Luther declared that the papacy in fact possessed no special powers, and that the whole structure of authority within the Catholic Church was therefore invalid. All of these ideas were condemned as heresy at the Diet of Worms, held in the presence of Charles V in 1521.</p> <p>Answers may also refer to the pamphlets of 1520. <i>On the Babylonian Captivity of the Church</i>, and <i>The Liberty of the Christian Man</i> both focused on religious matters; the first concerned the number of sacraments, and the second considered justification by faith alone. <i>The Address to the German Nobility</i> marked a further development in Luther's thinking. He rejected papal claims to supremacy over the secular power, and maintained that the prince had the power and the responsibility to oversee and control religious affairs within his territory.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which Luther's ideas changed over time, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the survival and spread of Lutheranism in the years 1521-55, and the extent to which the support of the German princes contributed to this process.</p> <p>Answers may refer to individual princes and to the German princes as a whole. Frederick the Wise of Saxony made an important contribution to Luther's survival. He refused to carry out the Edict of Worms, and until his death in 1525 provided a safe haven within Saxony where Luther could work freely. The conversion of individual princes was important, including Albrecht of Hohenzollern in 1525, Philip of Hesse in 1526 and John of Saxony in 1527. These conversions highlighted the fact that Charles V exercised little real power within Germany, but was forced to share it with the Imperial Diet and the princely states. All his attempts to suppress Lutheranism thus depended on the cooperation of the princes, which could no longer be assumed. This weakness of imperial power was demonstrated at the two Diets of Speyer, and with the formation of the Schmalkaldic League of 1531. Henceforth Lutheranism could only be defeated in battle, as at Mühlberg in 1547.</p> <p>Answers may also refer to the emperor's conflicting priorities. After 1521 he returned to Spain to deal with the Revolt of the Brotherhoods, and only returned to Germany in 1529. He was also distracted by the struggle for supremacy in Europe with France, and had to defend Europe and the Empire from the Ottoman Turks. The papacy was also distracted, by conflicts with the emperor, the Italian wars and the sack of Rome in 1527. An important reason for the spread of Lutheranism was the printing press. The 95 theses spread rapidly through Germany, as did Melanchthon's Loci Communes of 1521, the German New Testament and simple woodcuts. These were sent along trade routes to the Imperial cities, where literacy rates were high.</p> <p>Level 5: answers will have a secure focus on the question, will consider the support of the princes and other factors, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting their analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and lacking in both depth and relevance in places, and there may be some inaccuracies. Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

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

Question Number	Indicative content	Mark
3	<p>The question is focused on the papacy in the years c1540-63, and the extent to which its authority changed in these years.</p> <p>In the years before c1540 several popes had brought the papacy into disrepute by their scandalous private lives or, as in the case of Julius II, by being more interested in secular than religious matters. Corruption of the papacy was one of the grievances raised by all Protestants reformers. Paul III was determined to correct abuses and reinvigorate the spiritual life of the church as well as to restore the authority and prestige of the papacy. He encouraged the Bishops living in Rome to return to their dioceses, though with little success; but he did manage to root out much of the corruption and malpractice within the papal court. Paul's most important achievement was to summon the council of Trent, which met in its first session in 1545. After Paul's death Julius III continued to reform the papacy, including the reorganisation of the curia and the streamlining of papal government. Pius IV was responsible for the careful management of the final session of the Council of Trent. He brought the council to a satisfactory conclusion which was entirely favourable to the maintenance of papal authority. Despite the hopes of a number of reformers, Trent issued no decrees on the nature and authority of the papacy. Trent also recognised the growing authority of the papacy by entrusting to Pius IV and his successors the responsibility for reforming the catechism, the missal and the breviary.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the power and authority of the papacy changed over time, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: candidates will address the question, supporting their analysis with accurate and mostly relevant material, but selection of material may lack balance, and may focus on the decisions made at Trent.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Counter-Reformation in the second half of the 16th century and the extent to which Catholic rulers supported the attacks on Protestantism in order to promote their own political ambitions.</p> <p>Answers do not have to refer to a large number of rulers and countries in order to be successful.</p> <p>Answers may place the Counter-Reformation into context by noting the failures of Charles V in his later years and his abdication in 1555. Philip II was willing to be aggressive in the Catholic cause as long as it suited his interests and those of Spain. He supported the excommunication of Elizabeth I in 1570, seeing its potential in weakening English power. English seamen were a growing threat to Spanish naval power in the Atlantic, and Philip believed that the overthrow of Elizabeth would help to reduce English threats. He also demonstrated his power in the Netherlands by enforcing the Tridentine decrees, though this was a factor in causing the revolts against his rule, and in the intervention of England in the conflict. The Habsburg rulers of Austria were at best lukewarm in their support for the Counter Reformation. The Austrian lands lacked a strong central government and therefore the different provincial rulers were inconsistent in pursuing the aims of the Counter Reformation. Some members of the Wittelsbach family in Bavaria promoted the Counter Reformation largely as a means of furthering their dynastic ambitions in southern Germany. Sigismund II of Poland proved a strong supporter of the Counter-Reformation.</p> <p>Level 5: answers will have a secure focus on the question, will consider the political and religious motives of a number of different rulers, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 revolt of 1572, and the significance of opposition to Alba's policies in triggering those risings.</p> <p>Alba did have some achievements to his credit, including the reform of the penal code and of the universities, but these were overshadowed by the general harshness of his rule. The execution of Egmont and Hornes offended many, including, critically, William of Orange. Alba's use of the Council of Troubles (the Council of Blood) to investigate heresy led to the condemnation of 9000 people and the execution of 1000. The confiscation of their goods and property was seen as an assault on historic Dutch liberties. Alba's colossal army, at one stage consisting of over 70,000 Spanish, Dutch and mercenaries needed to be funded, since mainland Spain could not afford its upkeep. The proposed Tenth Penny tax was rejected by the Dutch, but was unlawfully imposed in 1572. There was very strong resistance to this measure, which helped drive many northern towns to seek the protection of the Sea Beggars.</p> <p>There was also increasing support for William of Orange. Until 1587 he had been loyal to the Spanish rulers of the Netherlands, but resented the way in which the Dutch grandees had been prevented from playing an effective role in government. Orange fled to Germany in 1567 and his invasion the following year was a failure. However, there was considerable support for his entry into the Netherlands in 1572, when he established a working government in Holland and Zeeland.</p> <p>Level 5: answers will have a secure focus on the question, will consider significance of Alba's rule and other factors in causing the revolt of 1572, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Spain's failure to recover the northern provinces of the Netherlands in the years 1572-1609, and the extent to which intervention by both England and France were responsible for that failure.</p> <p>Answers may refer to the brief intervention by Anjou in 1578-83, which had only limited success. Spain's annexation of Portugal and its Empire in 1580 led to active intervention by England and France. Elizabeth I tried to prevent a Spanish invasion of England with the Treaty of Nonsuch in 1585, providing military and financial help through the Earl of Leicester. English intervention proved to be the major turning point in the revolt. Philip became distracted from putting down the revolt by taking action against England via the Armada in 1588; and then intervened in France to prevent the accession of the Huguenot Henry of Navarre. These distractions allowed Maurice of Nassau to recover territory and consolidate the position of the United Provinces. Spanish bankruptcy in 1596 led to Philip being forced to conclude peace with France in 1598, with England in 1604, and to acknowledge the independence in practice of the United Provinces in 1609.</p> <p>Other factors which were responsible for Spain's failure to recover the northern provinces include the leadership of the House of Orange. William of Orange had established himself in the north as a prime opponent of Spanish rule by 1572. He formed a stable government in Holland and Zeeland, and had gained national prominence by 1576. However, he was unable to maintain the unity of the Netherlands when the Unions of Utrecht and Arras were formed in 1579. After Orange's assassination in 1584 his son Maurice of Nassau succeeded him as Stadtholder and captain-general of the army. His reorganisation of the army, helped turn the rebellion against Spain into a coherent revolt. He seized key fortress towns such as Breda, strengthened the borders of the Dutch Republic with a line of forts, and achieved key victories at Turnhout in 1597 and Nieuwpoort in 1600. Answers may also note the political leadership provided by Oldenbarnevelt in this period.</p> <p>Level 5: answers will have a secure focus on the question, will consider English and French intervention and some other reasons for Spain's failure, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the significance of religious disputes in explaining the outbreak of the European witchcraze.</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, candidates may refer to the growth of a new religious outlook, especially the idea that there needed to be a constant struggle against the devil, who moved and worked in the world. Religious disputes included attacks on medieval superstitions such as charms, amulets and potions, which meant that white witches could be accused of maleficent witchcraft. As states began to legislate on moral issues such as adultery and sodomy, the witchcraze developed in pursuit of a godly life. This may explain the fierce attacks in the prince-bishoprics in Germany. Equally important was a new literal interpretation of the Bible, notably the injunction in Exodus 22: 18. The growth of Protestantism led to disputes with Catholics over witchcraft. Lutherans followed their founder's belief that witches should be burnt as heretics for making a pact with the Devil. Calvin had less room for witchcraft in his theology, but accepted its reality: persecutions in Calvinist territories were comparable to other regions.</p> <p>Other relevant factors which caused the outbreak of the witchcraze include economic and social dislocation, including climate change; the role of individuals in certain regions; and disruptions to the patterns of everyday life.</p> <p>Level 5: answers will have a secure focus on the question, will consider religious disputes and some other reasons for the outbreak of the European witchcraze, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the intensity of persecution of witchcraft in the years 1580-1650, and the extent to which this occurred in areas where influential people were able to promote action against witches.</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>Many answers are likely to refer to one of the most intense persecutions of witches, the notorious north Berwick witch trials, which took place in Scotland in the reign of James VI. After he succeeded to the English throne in 1603 he was instrumental in the passing of witchcraft law of the following year, though this in fact led to a reduction in the extent and a number of witch trials. Christian IV of Denmark and Ferdinand of Bavaria in Electoral Cologne also used their powers to the full in intensifying witch persecution. Conversely, candidates may note that other rulers, notably Queen Christina of Sweden, restricted the persecution of witches.</p> <p>A number of prominent individuals were keen to intensify witch persecution. Balthasar Nuss carried out an extensive witch hunt in the years 1603-06, leading to the execution of 215 people. Matthew Hopkins rose to prominence in England with the east Anglian witch trials during the Civil War. These were unusually intense given the limited interest in witchcraft in England at the time.</p> <p>Other factors which intensified witch persecution include the different legal systems operating in Europe, including the Carolina: the use of torture, which was permitted in many European states but not in England; and the varying degrees of state control over local judges and the conduct of trials.</p> <p>Level 5: answers will have a secure focus on the question, will consider the role of influential people and some other reasons for the varying intensity of witch persecution, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on Ireland in the years 1598-1640, and the extent to which Elizabeth I and the early Stuarts established their power in these years.</p> <p>Under Elizabeth English power in Ireland was moving from the Pale to the whole island. The queen's reluctance to extend Tyrone's power in Ulster led to growing resistance to English rule from the early 1590s. The victory at Yellow Ford in 1598 led to rebellions throughout Ireland and the destruction of the Munster plantation. Essex's intervention in 1599 proved disastrous, but Mountjoy proved a much more able general. He quashed the Munster rebellion by 1601, and destroyed the Spanish expedition at Kinsale. Tyrone's inability to raise another strong military force, coupled with growing famine, led to his surrender in 1603.</p> <p>Tyrone's rebellion had been so formidable that the subsequent settlement of Ireland would have to be comprehensive. Both Elizabeth and James I adopted a conciliatory approach at the end of the Nine Years War, but the flight of the Earls in 1607 and the rebellion of 1608 led to a comprehensive attempt at settlement and plantation. The existence of Catholic landowners was seen as a threat to English security, and so James I introduced systematic colonisation, especially in Ulster and the unplanted lands in Munster. This led to substantial migration from Scotland and England, including many who had served the crown in a military capacity. The plantation policy increased the power of Protestant officials working on behalf of the crown, and there were no challenges to royal power partly because the Irish economy was developing rapidly as a result of plantation.</p> <p>In assessing how far royal power was established answers may note that many settlers were diverted to America, and that growing political uncertainty meant that even undertakers had to use Irish tenants. Neither James nor Charles I followed a policy of religious persecution, partly through sympathy for Catholicism, partly for foreign policy reasons. However, by 1640 a major challenge was being planned against Stuart rule as a protest against the dominance of English and Scottish Protestants within Irish government, and the severity of Wentworth's rule in the 1630s.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which English monarchs established their power in Ireland, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or</p>	30

	<p>relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	
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Question Number	Indicative content	Mark
10	<p>The question is focused on the years after the Cromwellian settlement and the extent to which the restored Stuarts and William III provided a satisfactory solution to Ireland's problems in the years 1660-92.</p> <p>Answers may place the Stuart restoration within the context of Cromwell's confiscation of all Catholic estates and the resettlement west of the Shannon, and the powerful promotion of Protestantism throughout Ireland. The restoration land settlement was not comprehensive. Although estates were returned to those who fled to France with Charles II, Ormond decided that the Cromwellian settlement should remain in place. However, there was some relief from religious persecution which helped to re-establish Catholicism. The legal position of Irish Catholics improved, and there was some progress in Catholic education. Answers may also consider the improvement of the economy through the development of trade with England, Europe and the colonies, and the restrictions placed on commerce from time to time. Tyrconnel's attempts to tackle Ireland's improvements after 1685, especially the improvement of conditions for Catholics, were nullified by the accession of William and Mary, and by James II's disastrous intervention in Ireland. William's victory at the battle of the Boyne in 1690 was followed by the elimination of Catholicism from civil and political life, along with further transfers of land from Catholics to Protestants.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the Stuarts and William of Orange had solved Irish problems in the stated period, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</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 first stages of the Thirty Years War in the years 1618-30, and requires a judgement on the reasons why the Habsburg armies were able to defeat their opponents so easily in these years.</p> <p>Answers may refer to the role of significant individuals, contrasting the successes of Tilly and Wallenstein, especially in northern Germany, with the failures of Mansfeld and the Protestant forces. Strong military leadership might be illustrated by the ease with which the Habsburgs crushed the Bohemian rebellion at the battle of White Mountain in 1620, and their humiliation of Christian IV of Denmark between 1625 and 1629. The Protestant Union was unable to withstand Ferdinand II in the early 1620s, while Ferdinand's later alliance with Maximilian of Bavaria proved invaluable. Candidates may note the role of Wallenstein in the years 1625-30. He had some successes against Mansfeld in 1626 at Dessau and in 1627 in Silesia. His failure at the siege of Stralsund in 1628 was followed by the defeat of Christian IV of Denmark, and he persuaded the Emperor to make peace with Denmark in 1629. Wallenstein's opposition to the Edict of Restitution contributed to his dismissal in 1630.</p> <p>The weaknesses of the Protestant forces also contributed to Habsburg success. Bohemia received no military help from other states, while Maximilian of Bavaria offered Catholic League forces to the Emperor. The Protestant Union proved to be so weak that it could not prevent Ferdinand's insistence of its dissolution. The Coalition of the Hague raised the prospect of intervention by England, though this was limited to moral support only.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of reasons for Habsburg successes, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the Peace of Westphalia of 1648, and the extent to which the territorial settlement agreed by the powers was the most important outcome of the peace.</p> <p>Answers may also consider a number of territorial changes. Thanks to Mazarin's diplomacy France made significant gains on her eastern frontiers, notably Alsace and Strasbourg. There thus began a process of French expansion which was to continue under Louis XIV. Sweden's gains included Western Pomerania and a number of smaller territories which gave her control over the estuary of the Elbe. Bavaria retained the Upper Palatinate and the electoral title, and in return restored Upper Austria to the Habsburgs. The sovereign independence of the Dutch Republic was finally guaranteed by all the powers, including Spain. One of the most important beneficiaries of Westphalia was Brandenburg, which gained east Pomerania; this marked one of the first stages in the emergence of Prussia as a major German state.</p> <p>Another important issue settled at Westphalia concerned the nature of the Emperor's power. Complaints against the unlawful exercise of Imperial power were one of the causes of the war. The powers taken by the Emperor in violation of the Imperial constitution were restored to the German princes, thus making them sovereign within their states and reducing the Empire to an honorary federation. The impact of these decisions was to focus the Habsburgs completely on their Austro-Hungarian territories.</p> <p>The religious settlement widened the Peace of Augsburg of 1555 to include Calvinists; and the principle of <i>cuius regio, eius religio</i> was finally established. This meant that disputes over religion were no longer to be a cause of international conflict. Answers may also note that Westphalia provided stability for the European state system until 1789.</p> <p>Level 5: answers will have a secure focus on the question, will consider English and French intervention and some other reasons for Spain's failure, and will support their analysis with a range of accurate</p>	30

	<p>factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	
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B7 Crown, Conflict and Revolution in England, 1660-89

Question Number	Indicative content	Mark
13	<p>The question is focused on the Anglo-Dutch wars and the extent to which they worsened the relationship between Crown and Parliament.</p> <p>Candidates do not need to display detailed knowledge of the course of these wars, though they may refer to some significant naval battles.</p> <p>The second Anglo-Dutch war was given enthusiastic support by most MPs, especially those who represented the mercantile interest, and parliament granted generous subsidies for prosecuting the war. The failure to secure quick victories, notably in the Four Days Battle in June 1666, led parliament to blame setbacks on government corruption, and soured relations between Crown and Parliament. The war had nearly bankrupted the Crown and placed the king at the mercy of Parliament, who thus gained the upper hand in Crown-Parliament relations. De Ruyter's spectacular action in the Medway in June 1667 led to widespread criticism of Charles and his brother, strong attacks on Clarendon and his enforced resignation in August 1667.</p> <p>The Third Anglo-Dutch war was linked to the Secret Treaty of Dover and the French alliance. Parliament again granted generous funds, but the indecisive encounter off Southwold Bay, France's land victories, and effective Dutch propaganda by William of Orange turned parliament against the war, and led to very stormy sessions in 1673 and 1674, including criticism of members of the Cabal. The dismissal of Shaftesbury, and his vigorous opposition, led to the first signs of the emergence of a 'Country Party'. Candidates may draw conclusions on the changing relationship between Crown and parliament over time, perhaps considering the extent to which relations between the two were significantly or even permanently damaged.</p> <p>Level 5: answers will have a secure focus on the question, will consider the impact of the Dutch wars on relations between Crown and Parliament, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material</p>	30

	<p>may lack balance.</p> <p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	
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Question Number	Indicative content	Mark
14	<p>The question is focused on the reign of James II (1685-88) and requires an explanation as to why his reign was so short.</p> <p>Answers may place the reign into context by noting that Charles II had spent the years 1679-85 warding off attempts to exclude his brother from the throne. Charles' triumph over the Whigs meant that he left a strong throne for his brother, whose accession was broadly welcomed. However, James rapidly dissipated this fund of goodwill through his decisions on both religion and politics. James' policies in favour of Catholics met with growing opposition. He used his prerogative powers to allow religious and legal equality for Catholics, and intervened in the case of <i>Godden v Hales</i>. Hales claimed that the king had dispensed him from taking the religious oaths required of those who took commissions in the army. The judges found in Hales' favour, thus confirming the royal dispensing power. James also allowed Roman Catholics to hold high offices, and received the first papal nuncio to England since the reign of Mary Tudor. He allowed Catholics to hold important positions in Oxford colleges, and put pressure on the fellows of Magdalen College Cambridge to elect a Catholic as the college's president. Two Declarations of Indulgence, in 1687 and 1688, were strongly opposed, the latter leading to the trial and popular acquittal of the Seven Bishops.</p> <p>James' political actions included the remodelling of borough charters and the appointment of Catholic magistrates. In 1688 James was preparing to pack parliament with his supporters in order to repeal the Test Act and the penal laws. Growing opposition to James centred around fears that he would develop a policy of royal absolutism on the French model. The birth of a son to Mary of Modena raised the prospect of a line of Catholic rulers, and was instrumental in the appeal to William of Orange in 1688. James was unable to gather sufficient support to resist the Dutch, and fled to France in December 1688.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of reasons for the shortness of James' reign, and will support their analysis with a range of accurate factual material in some depth.</p> <p>Level 4: answers will address the question, supporting the analysis with accurate and mostly relevant material, but selection of material may lack balance.</p>	30

	<p>Level 3: answers will attempt some analysis, though supporting material is likely to be descriptive and may lack depth and/or relevance in places, and there may be some inaccuracies.</p> <p>Level 2: answers will offer a few simple statements supported by limited though broadly accurate material in places.</p> <p>Level 1: answers will consist of a few simple statements only.</p>	
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