

Mark Scheme (Results) January 2010

GCE

GCE History (6HI01) Paper B

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General Marking Guidance

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

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the 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>
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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 spread of Lutheranism within Germany to 1555, and the extent to which prevailing social and economic conditions contributed to its growth. Answers may note the urbanisation of Germany and the rapid spread of Lutheranism through the German cities in the 1520s. As early as 1525 Luther's supporters controlled Erfurt, Nuremberg and other major cities, and by 1555 most of the imperial cities had adopted Lutheranism. Pressure from below contributed to this change. The popularity of Luther's appeal forced the pace of change, while the Hanseatic towns built on their strong anticlerical tradition. As an intellectual movement Lutheranism appealed to many humanist groups in towns, where preachers found their largest audiences. Candidates may also refer to the role of the printing presses. By 1520 300,000 Lutheran pamphlets had been sold, largely to an increasingly literate urban population. The importance of trade routes may also be assessed. Other factors which promoted the growth of Lutheranism include the role of the princes, both within their individual states and the Empire as a whole, the relations between Empire and Papacy, and the distractions which Charles V had to deal with outside Germany. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of factors which influenced the spread of Lutheranism, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of reasons for Lutheranism's success, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on Luther's influence on the development of the German Reformation during his lifetime, and the extent to which that influence changed over time. Answers may provide some context with reference to Luther's significance in the years to 1525, with his growing influence in both religious and social matters; his stance over the Peasants War of 1524 showed his conservative influence on social and religious matters. In the years after 1525 Luther's influence on the development of the Reformation declined. He formulated the German mass in 1526 and published the German Bible in 1534, but he had to contend with different views on the Eucharist shown with the Marburg Colloquy and the Augsburg Confession, and his reputation was damaged over the Philip of Hesse controversy in 1539. Answers may note the role of the princes after 1525, especially the formation of military leagues to defend Lutheranism, such as the Schmalkaldic League; and the growing influence of other reformers such as Philip Melanchthon. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse how Luther's influence changed after 1525, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the extent to which Luther's influence on the German Reformation changed after 1525, and which draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
3	<p>The question is focused on the restoration of Papal authority by 1600, and the extent to which the leadership of the reforming Popes contributed to this process. Candidates are not required to name individual Popes, but should be aware of the changes in the nature of the Papal office over time. In the period to 1549 reforms (carried out by Paul III) included the Consilium, the establishing of the Inquisition and the summoning of the Council of Trent. By 1550 much of the corruption of the Renaissance Papacy had been swept away as the Counter Reformation Papacy embarked on an irreversible process of reform. In 1559 the Inquisition was joined by the Index as a disciplinary force. Later reforms included reforming the Curia, streamlining Papal government, and limiting the number of cardinals to 70. The implementing of the Council of Trent's disciplinary decrees all contributed to the renewed prestige of the Papacy by 1600, no longer an international power but an improved spiritual force. Other factors which promoted the revival of Papal authority include the personalities of successive Popes, the confirmation of Papal authority at Trent, and the vigorous support of the Papacy given by the Jesuits and other religious orders. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse some factors which strengthened Papal authority, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of reasons for the revival of the Papacy, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Counter Reformation, and the extent of the support given to the Church by Catholic rulers. Answers do not have to refer to a large number of rulers and countries to be successful. Within the Empire the Catholic princes accepted the Tridentine decrees, but the Emperor Ferdinand was reluctant to disturb the status quo in the Habsburg lands by actively supporting them. Philip II allowed the publication of the decrees as long as his rights were not infringed. However, when they were imposed in the Netherlands they became a factor in the Dutch revolt and the subsequent growth of Calvinist rule. In France the Tridentine decrees were not accepted in the 1560s. Instead France plunged into the disastrous Wars of Religion, leading to Henry IV's compromise with the Huguenots in the Edict of Nantes. Answers might refer to the active promotion of the Counter Reformation by Sigismund III of Poland, and to the failures of Mary Tudor in England. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the attitudes and policies of different rulers, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the influence of Catholic rulers on the Counter Reformation, and which draw reasoned conclusions on the question.</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 Alba's rule in triggering that revolt. Alba had some achievements to his credit, including the reform of universities and of the penal code, but these were overshadowed by the apparent harshness of Alba's rule. The execution of Egmont and Hornes alienated many, including Orange. Alba's use of the Council of Troubles to investigate heresy had led by 1576 to the condemnation of 9000 and the execution of 1000, which suggests the growing power of Calvinism, especially in the northern provinces. The confiscation of their goods was seen as an assault on historic Dutch liberties. Alba's colossal army, consisting of over 70,000 Spanish, Dutch and mercenaries at one point, needed to be funded. The idea of the Tenth Penny was rejected by the Dutch, but Alba imposed it unlawfully in 1572. There was very strong resistance to the tax, which helped to drive many northern towns to seek the protection of the Sea Beggars, and increased support for Orange. His invasion of 1568 had failed, but there was considerable support for his entry to the Netherlands in 1572, which showed the extent to which Alba had alienated the Dutch. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of factors which contributed to the Dutch revolt, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the role of Alba's government and other relevant points, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the separation of the northern and southern provinces by 1585, and the significance of religious differences in causing that division. Answers may refer to the rapid spread of Calvinism, especially among the urban poor, and the strength of Lutheranism in many towns. The Iconoclast Fury of 1566 and the forcible imposition of Calvinism by the Sea Beggars from 1572 alarmed many Catholics, who realised that the security of their religion was increasingly linked to Spanish protection. As Calvinism advanced southwards the southern provinces established the Union of Arras in 1579 under the protection of Philip II, while the northern provinces responded with the Union of Utrecht the same year and their renunciation of allegiance to Spain in 1581. By 1585 the division of north and south had become an established fact. Other factors which explain the division of the Netherlands include, Orange's role in the north, Spain's inability to reconquer the northern provinces, and the role of the grandes in the south. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of factors which led to the division of the Netherlands, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of factors, and which draw reasoned conclusions on the question.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the witch craze throughout the given period, and the significance of economic factors in promoting the persecution of witches. 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. Answers may refer to the large number of women over the age of 50, who apparently made little or no economic contribution to their community. Many were beggars who depended on others. The most intense period of witch-hunting came at a time when poverty was becoming more severe and widespread and accusers were less willing to give assistance to the poor. Equally, wealthy women were accused so that relatives could acquire their property on conviction. On a broader scale, during the given period Europe experienced unprecedented inflation and a decline in the standard of living, and there are possible links between widespread famine and witch hunts. Other factors which promoted the witchcraze include political change in Europe, the impact of wars, especially the Thirty Years War and the English Civil War, and the significance of religious change, including a growing understanding of the role of the Devil. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of different factors which contributed to the witchcraze, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the intensity of the regional incidence of witch trials in the given period, and the significance of prominent individuals in regional variations. 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. James VI of Scotland took a leading role in the case of the North Berwick witches, one of the largest witch hunts in Scottish history, and was the author of <i>Daemonologie</i>, which introduced some continental ideas of witchcraft to Britain. As king of England, he influenced the passage of the law of 1604. Matthew Hopkins played a powerful role in the East Anglian witchcraze of 1645-46, and was responsible for more executions than had taken place in England in the previous century. Throughout Europe there were many individuals playing a similar role. Christian IV of Denmark promoted a major witch hunt in Copenhagen in 1626, while the notorious Balthasar Nuss was responsible for 250 executions in Fulda in the years 1603-06. Other factors which caused regional variations in witch trials include the importance of state building, the disorders caused by war, which Hopkins capitalised on in Essex, weak state control and varying judicial systems. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors affecting the regional incidence of witch trials, though the answer may lack balance. At Level 5 will be answers which attempt</p>	30

	to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.	
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B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on the Confederate War of 1641-53 and the extent to which it threatened English control over Ireland. Answers may refer to the bitter grievances which underpinned the strength of the revolt, including the aggressive plantation policy in Ulster, the dominance of English Protestants in the Dublin government and parliament, and the severity of Wentworth's administration in the 1630s. By 1642 the revolt had spread to all of Ireland, and became more organised with the Confederation of Kilkenny. Initially a provisional government, it had become a sophisticated parliamentary administration by 1648, with its ambassadors recognised in Paris, Madrid and Rome. The wars in England and Scotland prolonged the Irish war, and the high point of the Confederates' resistance was the conclusion of the first Ormond peace in 1646, though this was sabotaged by the Papal representative Rinuccini. The second Ormond peace of 1649 created an alliance of Confederates with Protestants and royalists, though these were unable to resist Cromwell's campaign of 1649-50, which led to the final defeat of the rebels in 1652. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the nature of the threat posed by the Confederate Wars, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the threat to English power in Ireland, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the land settlement under the restoration monarchy and its aftermath, and the extent to which it strained relations between different religious groups. Catholics hoped that the Stuarts would at least partially reverse the Cromwellian confiscations, but Charles II left these largely intact for fear of a Protestant backlash. The Act of Settlement of 1662 and the Act of Explanation of 1665 led to Catholic landowners being restored to only 20% of the lands they had held in 1641. Ormond made no progress on the land question during his two periods of office, nor did Tyrconnell from 1685. William III's defeat of James' forces in Ireland led to the final surrender of the Catholic landed interest, with further confiscations of Catholic property which strengthened Protestant interests. Other factors which strained relations between different religious groups include the dispossession of many nonconformists in the 1660s. Protestants were concerned at the relief given to Catholics after the intense persecution under Cromwell, while Catholics were dismayed by the re-establishment of an intolerant episcopalian Irish Church, and by William's imposition of a rigid penal code. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the different factors which strained relations between different religious groups, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.</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 course of the war to 1632, and the extent to which Wallenstein's military leadership was responsible for Habsburg successes. Answers may refer to Wallenstein's early assistance to Ferdinand II in Bohemia, and to his emergence as a major military figure in 1625. He recruited a large army for the Emperor, who appointed him to lead the imperial forces. Wallenstein 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. 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. However he was recalled after Tilly's defeat at Breitenfeld in 1632 and met Gustavus Adolphus at Lutzen in November. The Swedes were victorious, but the death of their king made Wallenstein dispensable and he was dismissed for a second time. Other factors which contributed to Habsburg success include divisions among the German Protestants, the relative weakness of Christian IV, and the only limited intervention made by England and the United Provinces. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of factors which contributed to Habsburg success, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a range of relevant factors, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the treaties which made up the Peace of Westphalia in 1648, and the significance of the decline in Habsburg power within the Holy Roman Empire which was one of the outcomes of those treaties. Complaints against the exercise of Imperial power which were one of the causes of the war were dealt with. 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. The heat had been taken out of the religious problem with the deaths of Gustavus Adolphus and Ferdinand II, and Westphalia widened the Peace of Augsburg of 1555 to include Calvinists. In the process, religion ceased to be a motivating force for international conflict. Answers may also consider territorial changes, especially the growing power of France, Sweden and Brandenburg, while the independence of the Dutch Republic ended the possibility of reunion with the southern provinces of the Netherlands. Answers may also note that Westphalia provided stability for the European state system until 1789. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of changes brought about by Westphalia, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate the settlement of 1648, and which draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the church settlement in the 1660s, and requires a judgement explaining Charles II's failure to reach a comprehensive settlement in religious matters. The Declaration of Breda showed Charles' intention to re-establish the Church of England on a broad base, and there were encouraging signs with the Worcester House Declaration in October 1660. However, the Savoy conference failed through High Church obstruction, and Venner's Fifth Monarchist rising soured relations between religious groups. At the same time Anglican ministers were resuming possession of their former livings, making the re-establishment of the Church of England an established fact. The Cavalier Parliament was dominated by Anglican royalists who sought to establish uncompromising Anglicanism. The Act of Uniformity of 1662 drove many ministers into nonconformity, revealing greater opposition towards Anglicanism than expected. Parliament passed the Clarendon Code against dissenters, though after some initial persecution many authorities adopted a policy of benign neglect. Charles' declaration of 1662 reminding MPs of his Breda promises was ignored. Answers may also refer to the role of parliament, the influence of the bishops, the Fifth Monarchists, and Charles' failure to act more decisively. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse a number of reasons for Charles' failure, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant factors, and which draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Charles' government in the years 1667-78, and the extent to which the state of royal finances influenced the nature of royal government. Answers may refer to the failure of the Restoration Settlement to provide Charles with a satisfactory income, perhaps linked to high spending on the court. Charles constantly had to ask parliament for supplies, and these were often refused. The situation became so tense that in 1672 Charles was forced to issue the Stop of the Exchequer. The Declaration of Indulgence of 1672 had to be withdrawn before supplies were granted in 1673. While Danby carried out some reforms of royal finances, these proved inadequate and Charles was forced to rely on parliamentary approval of subsidies for most of his reign. Financial affairs also influenced Charles' foreign policy during these years. There were financial motives for the Dutch war and for the alliance with Louis XIV. Royal government during this period was made more difficult by the formation of a parliamentary opposition led by Shaftesbury and Buckingham which grew stronger than the Court party. A simple outline of some of these points will be marked within Levels 1 and 2, and progression will depend on relevance and range of accurate material. Answers which attempt an explanatory focus with some support will access Level 3, though there may be passages of free-standing narrative. At Level 4 there will be an attempt to analyse the significance of royal finances, though the answer may lack balance. At Level 5 will be answers which attempt to evaluate a number of relevant points, and which draw reasoned conclusions on the question.</p>	30

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