

Mark Scheme (Results)

Summer 2013

GCE History (6HI01)

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>

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 causes of the German Reformation, and the extent to which resentment of papal authority in Germany triggered that process.</p> <p>There is much relevant material on the causes of the Reformation, and candidates are not required to consider a large number of factors in order to access the highest levels.</p> <p>Germany's wealth, coupled with the absence of a strong central government, encouraged the papacy to make constant financial demands on both clergy and laity. Papal authority was transmitted into Germany through the higher clergy, often nobles with little education or theological training. The German laity often required rulings on matters such as marriage and inheritance, and had to pay for the privilege. Answers may refer to the personal shortcomings of popes such as Alexander VI Borgia, though it is unclear how important these failings were in causing the Reformation. The humanists promoted a climate which was conducive to reform. One of the leading humanists was Erasmus, whose detailed New Testament studies led to growing demands for reform. Answers may also refer to the growing scandal over indulgences, notably by John Tetzel. The poor quality of most of the German parish clergy may be noted, including extensive pluralism and absenteeism. Answers are likely to refer to Luther's role, especially in the years 1517-21; events after 1521 are not relevant to the question.</p> <p>Level 5: answers will have a secure focus on the question, will consider resentment of Papal authority and other factors, and will support the 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. Selection of material may lack balance, and may focus on the corruption of the Papal court in Rome.</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.</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 spread of Lutheranism in the years 1521-55, and the extent to which the appeal of Luther's ideas was responsible for this process.</p> <p>Reasons for the survival, rather than the spread, of Lutheranism are not likely to be relevant.</p> <p>Luther's ideas became very popular among all classes of German society. The 95 Theses of 1517, coupled with the 1520 pamphlets <i>On The Babylonian Captivity of the Church</i>, and <i>The Liberties of The Christian Man</i>, clarified Luther's thinking on justification by faith alone and on the nature of authority within the church. These ideas were accessible to the German people, and the printing press further contributed to the spread of Luther's ideas. Answers may note that some misinterpretations of Luther's thinking were a factor in causing the Peasants' War of 1524-25.</p> <p>Other relevant factors include the strong support given to Lutheranism by several princes. The protection provided by Frederick the Wise after the edict of Worms in 1521 may be addressed, while notable princely conversions during the 1520s meant that certain principalities converted en masse to Lutheranism. The reformed religion also spread because Luther's opponents were unable to stem its growth. Candidates may note Charles V's distractions in Spain and elsewhere, and the problems which the Papacy faced in maintaining its power in Italy. Answers may also mention that what began as a the theological and monastic debate in 1517 became established over 30 years into a religious organisation with its own churches, forms of service and rituals, the latter all conducted in the German language.</p> <p>Level 5: answers will have a secure focus on the question, will consider the appeal of Luther's ideas and other factors, and will support the 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. Selection of material may lack balance, and may focus on Charles V's distractions outside Germany.</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.</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 extent to which the Catholic Church reformed itself in the years to 1563.</p> <p>In considering issues of reform, candidates may refer to matters of discipline, doctrine and organisation. The period might be placed into context with reference to the intellectual influence of Humanists in the period before 1540, such as Erasmus, Pole and Contarini. An important feature of reform was the development of new religious orders. Carafa was instrumental in the founding of the Theatines, and the Ursulines worked to promote the education of girls and the care of the sick. The Jesuits would become the storm troops of the papacy in bringing the Counter Reformation to the Protestants in the years to 1600. Loyola set new standards in education and spiritual development for his followers. The papacy of Paul III Farnese was also significant. His reforms included the Consilium of 1536-37, the reform of the papal court, and his decision to summon the Council of Trent, which met in its first session in 1545. Trent upheld traditional catholic doctrines on scripture and tradition, and the importance of the seven sacraments and good works in achieving salvation. In disciplinary matters, the roles of bishops and priests were clarified, and steps were taken to improve the education of parish clergy. The council entrusted to the papacy the reform of the catechism, missal and breviary, and these were completed by Pius V in the 1570s.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the Catholic Church had reformed itself by 1563, and will support the 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. Selection of material may lack balance, and may focus only on the Council of Trent.</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.</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 years to 1600, and the extent to which the Catholic counterattack on Protestantism was successful.</p> <p>Candidates main note that the failure of the Regensburg Colloquy in 1542, and the decisions of the council of Trent in the years 1545-63 had ended the hopes of radical reformers and those who sought the reunion of Christians. The Jesuits were the spearhead of the Counter Reformation in Germany, where Peter Canisius had enrolled 1000 Jesuits within 30 years. The order had close links with the court of the Emperor Ferdinand I, and was able to carry out its work without interruption. Many Catholics rulers were important in promoting the Counter Reformation, including Philip II in Spain and the Netherlands, Stephen Bathory and Sigismund III in Poland, and the Wittelsbachs in Bavaria.</p> <p>Successive popes ensured the success of the Counter Reformation, including Paul IV Carafa, whose creation of both the Roman Inquisition and the Index of Prohibited Books ensured doctrinal orthodoxy. Candidates may note that by 1600 the Tridentine decrees had been put into effect and were beginning to show results, and that the prestige of the papacy had been restored and enhanced. At the same time there were growing divisions within Protestantism, notably Lutheranism, Calvinism and Zwinglianism. These divisions meant that Protestantism was unable to mount a unified response to the Counter Reformation.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the Counter Reformation was a success, and will support the 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. Selection of material may lack balance, and may focus only on the Jesuits.</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.</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 revolts against Spanish rule, and on the importance of the growth of Calvinism in causing those revolts.</p> <p>The rapid spread of Calvinism in the early 1560s led to the Compromise of 1566, which threatened rebellion if religious toleration was not granted. Margaret's acceptance of the Compromise led to the Iconoclast Fury of 1566 in southern Flanders. Tournai and Valenciennes fell under Calvinist control, and both refused to recognise the government of Margaret of Parma. The defeat of a Calvinist army in 1567 drove Calvinism underground shortly before the arrival of Alba and his forces. The growth of the Protestant Sea Beggars may be considered. In 1572 their occupation of Brill helped trigger further revolts against Spanish rule. Other religious issues played a significant role in the growth of Dutch opposition to Spanish rule, including the establishment of the Inquisition in 1565.</p> <p>Other factors which promoted revolts against Spanish rule include the grievances of the Dutch grandees and the nature of Spanish rule. The grandees resented the fact that their land and wealth was not respected by the Spanish, and that Margaret of Parma, for example, governed through a consulta of only three men. Their exclusion from government led some nobles, notably Egmont, Hoorn and William of Orange openly to oppose Spanish rule. Alba's rule was equally oppressive. His assault on traditional Dutch liberties, and the imposition of the Tenth Penny, were important contributory factors to the revolts.</p> <p>Level 5: answers will have a secure focus on the question, will consider the extent to which the growth of Calvinism sparked the Dutch revolts, and will support the 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. Selection of material may lack balance, and may focus on Spanish misgovernment.</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.</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 reasons for the success of the Dutch challenge to Spanish rule in the years 1572-1609.</p> <p>The Dutch challenge was helped by Spain's distractions elsewhere. Philip II's attacks on Elizabeth I of England were a major distraction for much of his reign, and the Queen's support for the Dutch was a factor in the disastrous Armada expedition of 1588. Philip took a growing interest in France after 1589 with the accession of the Huguenot Henry IV. Spanish assistance to the Catholic League in France in the 1590s meant that he had to shelve some of his planned campaigns in the Netherlands. Spain's effective bankruptcy in 1596, at a time when the north's economy was flourishing, was a factor in establishing the de facto independence of the United Provinces in 1609. The leadership of the House of Orange was also significant. William of Orange had established himself in the north as a prime opponent of Spanish rule by 1572. He established 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.</p> <p>Level 5: answers will have a secure focus on the question, will consider a number of reasons for Dutch successes, and will support the 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. Selection of material may lack balance in places. 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.</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 European witchcraze in the years c1580-c1650, and the extent to which this was caused by a growing fear of women.</p> <p>Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends.</p> <p>Answers may consider the growing fear of women at the time and the way this stereotype had grown up over time. It was believed that since women had so much power over the making of life, they could also bring death if they wished. Changing demography, in part the result of war, meant that there was a sizeable increase in the number of single women, up to 15% of the population in some parts of Europe, with the result that they dislocated traditional family hierarchies. Economically, older post-reproductive women were useless to the community, while widows were often engaged in property disputes. Literature of the period focused on the role of women. The <i>Malleus Maleficarum</i> declared that women were both morally weak and sexually passionate. Neighbours saw women as cooks and healers, giving them opportunities for maleficia. Midwives were especially vulnerable at a time when up to 20% of children died during their first few months of life. Witchcraft accusations were usually made against women over 50, often the village scolds and those who were showing signs of senility. Candidates may also consider the role of individuals: in Essex, for example, 92% of those accused by Matthew Hopkins were women. Other factors which led to the outbreak of the witchcraze include the varying extent of government control in different areas of Europe; the role of prominent individuals; and widespread economic and social dislocation caused by matters such as religious conflict, climate change and wars.</p> <p>Level 5: answers will have a secure focus on the question, will consider the stated and other relevant factors, and will support the 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. Selection of material may lack balance, and may focus largely on the stated factor.</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.</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 variations in the intensity of the European witchcraze in the years c1580-c1650, and the extent to which these variations were caused by the impact of wars and civil conflicts.</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>Wars and civil conflicts were often linked to the religious upheavals of the time. As Protestantism became more expansionist after 1560 it collided with a reinvigorated Catholic Church, especially in the borderlands of France, Germany and Switzerland: the impact of the French Wars of Religion and of the Thirty Years War in Germany may thus be assessed. The English Civil War of the 1640s allowed individual such as Matthew Hopkins to flourish. Answers may note that areas which saw little conflict, such as Spain, were often those where witch persecution was less intense.</p> <p>Other relevant factors include the extent of religious and economic change, especially within Germany. Legal developments made intense persecution possible. The inquisitorial system made it easier to initiate trials because accusers were no longer open to counter-accusations if those charged were found innocent. The use of torture had a profound effect. It increased the chances of conviction, and the tortured often revealed the names of their alleged accomplices. Once the authorities believed that witchcraft was a conspiracy a witchcraze could follow. From the 16th century witchcraft was defined as a secular crime in the Carolina of 1532 and in other countries. Answers may also note that some of the most intense persecution of witches took place in smaller states, and in those where local magistrates exercised considerable independence.</p> <p>Level 5: answers will have a secure focus on the question, will consider the stated and other factors, and will support the 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. Selection of material may lack balance, and may focus on the stated factor only.</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.</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 Tyrone’s rebellion and the extent to which his leadership led to the failure of the rising of 1594-1603.</p> <p>Tyrone’s rebellion was initially the most formidable threat to English power that had yet occurred in Ireland. The spectacular victory at Yellow Ford in 1598, the heaviest English defeat so far, led to uprisings throughout Ireland and the destruction of the Munster plantation. He continued to threaten England’s interests while Essex was Lord Deputy, but found Mountjoy a more formidable opponent. Mountjoy had quashed the Munster rebellion by 1601, and was able to tie Tyrone down in Ulster throughout that year. In January 1602 Tyrone was defeated in pitched battle. He was unable to raise another strong military force, and his military weakness, coupled with growing famine in Ulster, meant that he was compelled to surrender to Elizabeth the following year.</p> <p>Other factors which contributed to English success include the clear divisions within the Irish population. The peasantry in the countryside tended to side with the rebels, while the towns and the old English nobility remained loyal to Elizabeth. English troops were more disciplined and better provisioned than their Irish counterparts, and Elizabeth was able to send reinforcements at crucial points in the conflict, notably to defeat the Spanish troops at Kinsale in 1601.</p> <p>Level 5: answers will have a secure focus on the question, will consider Tyrone’s leadership and other factors which contributed to the defeat of his rebellion, and will support the 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. Selection of material may lack balance, and may focus on Mountjoy’s campaigns.</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.</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
10	<p>The question is focused on the causes of the Confederate War of 1641-53, and the importance of the Stuart kings' plantation policy in causing that conflict.</p> <p>After the flight of the Earls in 1607 and the failed rebellion of 1608 James I developed a policy of comprehensive settlement of English and Scottish landowners in Ireland. Catholic lands were confiscated and offered to migrants, who were required to bring the English settlers as their tenants. While there was a significant redistribution of land, the landowners had to use Irish farmers as their tenants; few people from England or Scotland were prepared to settle into Ireland, especially as migration to America was a more promising prospect. Nonetheless, by 1641 some 100,000 migrants, mostly skilled craftsmen, had moved into Ireland. Irish resentment against the settlers, and against the confiscation of lands, erupted into violence in 1641.</p> <p>Other factors which contributed to the outbreak of conflict include religious differences. At the start of the rebellion Irish Catholics massacred thousands of English and Scottish Protestants, which suggests that religious differences were a major reason for the conflict. The Irish resented Protestant dominance of Ireland's government and parliament and the virtual exclusion of any Catholic interest, even from the old Catholic nobility. The severity of Wentworth's government during Charles I's Eleven Years Tyranny in the 1630s also contributed to the growth of unrest.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of the plantations policy and other relevant factors, and will support the 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. Selection of material may lack balance, and may focus largely on the stated factor.</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.</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 outbreak of the Thirty Years War and the extent to which the Bohemian revolt can be seen as the trigger rather than the fundamental cause of conflict.</p> <p>In considering the stated factor, candidates may provide contextual knowledge on the Letter of Majesty of 1609, and on the Emperor's childless state, which helped to promote a crisis by 1618. The Archduke Ferdinand's pro-Catholic policy in Bohemia from 1617 led to the defenestration of Prague, the creation of a national militia, and demands for foreign help. Ferdinand's election as Emperor in 1618 sparked Bohemian resistance with the offer of their crown to the Calvinist Frederick, Elector Palatine. Ferdinand's response was to send Tilly with a considerable force to crush the revolt.</p> <p>Other relevant factors include religious divisions. Candidates may note the unravelling of the Peace of Augsburg with the growth of Calvinism within the Empire, and the success of the Counter Reformation in recovering areas lost to Protestantism. Religious tensions following the Donauwörth incident in 1606 led to the formation of rival princely leagues, the Protestant Evangelical Union and the Catholic League. The Cleves-Jülich crisis exacerbated tensions between the two leagues. The role of religion may also be noted in the Bohemian crisis of 1618-19. While the Archduke Ferdinand swore to uphold religious liberties when he was elected King of Bohemia, he reneged on his promise in 1618. Challenges to Habsburg power may be addressed. The power of the Habsburgs had been consolidated during the Counter Reformation, and in the early 1600s the emperors remained determined to weaken Protestant power within Germany. In considering international concerns and the outbreak of war, answers may note France's growing fears of encirclement by Habsburg power; the ambitions of both Sweden and Denmark in the Baltic; and Spain's interest in protecting the Spanish Road.</p> <p>Level 5: answers will have a secure focus on the question, will consider the Bohemian crisis and other factors which contributed to the outbreak of war, and will support the 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. Selection of material may lack balance, and may focus largely on the stated factor.</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.</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 years 1630-48 and the extent to which the intervention of Gustavus Adolphus of Sweden was responsible for prolonging the conflict.</p> <p>Answers may refer to the reasons for Swedish intervention, including the fear of Habsburg control of the southern shores of the Baltic, and Gustavus Adolphus' concern for German Protestants. The Treaty of Barwälde moved France closer to intervention in the war and made a long period of Swedish intervention possible. Victory at Breitenfeld transformed the war, allowing Gustavus to occupy Pomerania and Mecklenburg and, in effect, to dominate the whole of Germany. The king's death at Lützen in 1632 did not end Swedish intervention, which was maintained by Oxenstierna's quest for Swedish security. Sweden's defeat at Lützen in 1634 ended Protestant resistance, re-established Ferdinand's position, and led to the Peace of Prague in 1635 which appeared to restore stability to central Europe.</p> <p>Answers may also note the significance of French intervention. France's decision to go to war in 1635 was a contributory factor in lengthening the conflict. France achieved several victories in the field, but the death of Richelieu in 1642 and of Louis XIII the following year, coupled with defeat at Rocroi, forced France to reduce her involvement in the war. Although Habsburg power had been impressive in the early years of the war, the strength of the opposing forces became more evenly matched over time. By the mid-1640s a growing sense of war-weariness, coupled with the declining influence of Sweden and France, led to the opening of peace negotiations which led to the general Peace of Westphalia in 1648.</p> <p>Level 5: answers will have a secure focus on the question, will consider the intervention of Gustavus Adolphus and other relevant factors, and will support the 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. Selection of material may lack balance, and may focus largely on the stated factor.</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.</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

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the Restoration Settlement and on the extent to which it provided England with an effective system of government.</p> <p>Examiners should note that there is no prescribed timescale in the question. It is acceptable for candidates to focus either on the years 1660-67 or on the operation of the Restoration Settlement through most or all of the years 1660-85.</p> <p>Answers may note that divisions between Royalists and their opponents in 1660 made it difficult to agree on the powers to be exercised by the king. However, by 1664 it was agreed that the king would exercise broad powers on war and peace. Triennial parliaments were established, but without a mechanism to enforce this provision. The separation of powers was not made very clear, and this led to tensions between king and Parliament for most of Charles's reign. For example, the Royal power to suspend the law was challenged over the Declarations of Indulgence, and Royal attempts to increase military forces were always viewed with suspicion, especially as Charles developed good relations with Louis XIV. Answers may also note that the financial settlement left Charles with a constant shortfall of money throughout his reign. He was thus forced to rely upon parliamentary subsidies, which only increased friction between king and Parliament. There may be references to the religious aspects of the Restoration Settlement, with the promotion of Anglicanism in public and political life.</p> <p>Level 5 answers will have a secure focus on the question, will address several aspects of the Settlement, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some political features of the Restoration Settlement. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on Charles II's defeat of his Whig opponents in the years 1678-83, and the extent to which the King's political skills were responsible for his success.</p> <p>By 1678 the Whigs had established a strong position in both parliament and the country. Shaftesbury was providing effective leadership by playing on popular anti-Catholic feeling and opposition to Charles' growing reliance on arbitrary power. There was broad public support for the development of a limited monarchy, with the exclusion of the duke of York as central to Whig aims. In 1679 the newly elected parliament was preparing to pass an Exclusion Bill. Charles' response was to dissolve parliament and call fresh elections. The newly convened parliament continued to press for exclusion, forcing Charles to dissolve it after only a few days. Charles was thus prepared to use the extensive powers conferred upon him by the Restoration Settlement in the hope that the demands for exclusion would decrease over time. In the years 1679-81 popular support from parliament began to wane as Charles recovered his popularity. In 1681 a third parliaments met, at Oxford rather than in London. Once again an Exclusion Bill was introduced, compelling Charles to dissolve parliament again after only a few days. Charles then ignored the provisions of the Triennial Act, which included no mechanism to enforce its terms, and ruled without parliament for the rest of his reign. He used the threat of assassination raised by the Rye House plot of 1683 to attack the Whigs and their leadership. A few were tried and executed, while Shaftesbury and others fled abroad.</p> <p>Level 5: answers will have a secure focus on the question, will consider the significance of Charles' political skills and of other factors which led to the defeat of the Whigs, and will support the 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. Selection of material may lack balance, and may focus largely on the stated factor.</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.</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

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