

# Mark Scheme (Results) January 2011

GCE

GCE History (6HI01/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><b>Low Level 1: 1-2 marks</b><br/>The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b><br/>As per descriptor</p> <p><b>High Level 1: 5-6 marks</b><br/>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><b>Low Level 2: 7-8 marks</b><br/>The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b><br/>As per descriptor</p> <p><b>High Level 2: 11-12 marks</b><br/>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><b>Low Level 3: 13-14 marks</b><br/>The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b><br/>As per descriptor</p> <p><b>High Level 3: 17-18 marks</b><br/>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><b>Low Level 4: 19-20 marks</b><br/>The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b><br/>As per descriptor</p> <p><b>High Level 4: 23-24 marks</b><br/>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 factual material which demonstrates some range and depth.</p> <p><b>Low Level 5: 25-26 marks</b><br/>The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b><br/>As per descriptor</p> <p><b>High Level 5: 29-30 marks</b><br/>The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p> |
|---|-------|---|

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

#### **Note on Descriptors Relating to Communication**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

#### **Unit 1 Assessment Grid**

| Question Number    | AO1a and b Marks | Total marks for question |
|--------------------|------------------|--------------------------|
| Q (a) or (b)       | 30               | 30                       |
| Q (a) or (b)       | 30               | 30                       |
| <b>Total Marks</b> | <b>60</b>        | <b>60</b>                |
| <b>% Weighting</b> | <b>25%</b>       | <b>25%</b>               |

## 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 significance of the controversy over indulgences in causing the Reformation. In considering the given factor, candidates may refer to Tetzel's tour of Germany selling indulgences to raise money for the building of St. Peter's in Rome. As an excellent salesman, Tetzel persuaded thousands of people to part with their life savings. Luther's own ruler, the Elector of Saxony, sold indulgences every year to those who visited his collection of relics. These two events prompted Luther to publish his 95 Theses on the door of the main church in Wittenberg. For Luther, disagreement over the sale of indulgences was not merely a matter of theological debate, but went to the heart of his thinking on salvation, which he believed was freely offered by God to all. A simple outline of events focused on the given factor will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of the significance of the indulgences controversy will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the question of indulgences along with some other factors which led to the outbreak of the Reformation. These might include: papal abuses, both in the Roman court and in interference in German states; resentment over tithes; the growing power of princely rulers; the poor quality of the clergy and a range of clerical abuses; and the influence of humanist thought. At Level 5 there will be some attempt to weigh the significance of the given and other factors, and to draw clear and developed conclusions explaining the causes of the German Reformation.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 2               | <p>The question is focused on the support given to Luther's views in the years 1517-55, and the significance of print and literacy in creating that support. In considering the given factor, candidates may note that the 95 Theses were published immediately and spread rapidly through Germany. Luther's pamphlets of 1520 were also very influential. Addressed to different audiences (with the <i>Address to the German Nobility</i> written in German), these pamphlets formalised and developed Luther's political and religious thought. The 1521 publication of <i>Loci Communes</i> by Melancthon brought together all Luther's teachings, and was followed by further pamphlets, a catechism, a German translation of the New Testament, and a variety of woodcuts for the less literate. Thus the printing press was of great importance in the dissemination of Luther's views throughout Germany, to a largely receptive audience. A simple descriptive outline of events will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Those who offer some analysis of the importance of print and literacy will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to analyse the given factors, along with some others which explain the support given to Luther's views. These might include: the role of trade routes and of the towns and imperial cities; princely support, especially after the Peasant War of 1524-25; the conversion of rulers and thus of their states to Lutheranism; and the popular response to Lutheranism influenced by a long-standing hostility towards Church and Papacy. At Level 5 there will be an attempt to evaluate the given and other relevant factors, and to draw clear and developed conclusions on reasons for the widespread and growing support given to Luther and his message.</p> | 30   |



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

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 3               | <p>The question is focused on reform within the Catholic Church in the years before the Council of Trent, and the significance of Pope Paul III in that process of reform. Paul was determined to try and correct abuses and reinvigorate the spiritual life of the Church. He established the Consilium to recommend reforms and, although he welcomed their recommendations, he kept Contadini's idealism in check because he did not feel strong enough to weather the inevitable storms of protest. He became more decisive under the influence of Carafa, and established the Inquisition in the early 1540s. He authorised the Jesuits, and encouraged bishops in Rome to live in their dioceses, though with little success. Above all, Paul III swept away much of the corruption within the Papal court, summoned the Council of Trent, and laid the foundations of the Counter-Reformation Papacy. A simple outline of some of Paul's reforms, developments, perhaps focused on the Jesuits and the Council, will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of the significance of Paul's pontificate will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an attempt to analyse Paul's significance and some other factors which led to reform before 1545. These may include the Fifth Lateran Council of 1512-17, the founding of new religious orders such as the Capuchins, Ursulines and Theatines, and the long-term influence of the humanists. Answers may also develop an assessment of leading individuals such as Loyola, Contarini and Carafa. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors at work, and to draw clear and developed conclusions on Catholic reform before 1545.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 4               | <p>The question is focused on the success of the Counter Reformation in the years to 1600, and the significance of the Jesuits in promoting the Catholic cause against the Protestants. In considering the given factor, candidates may refer to the Jesuits' roles as preachers, confessors and teachers, and the strong discipline imposed on them by Ignatius Loyola. They proved remarkably influential in Poland, and were instrumental in Poland reverting almost completely to the Church by 1600. They were also effective in Bohemia, Hungary and France, and preserved Catholic traditions in the southern provinces of the Netherlands. Candidates might illustrate their importance in Germany by considering the role of Peter Canisius. He entered Germany with just two Jesuits, swelling their numbers to over 1,000 within thirty years. He established colleges and seminaries which spearheaded the Counter Reformation, and influenced the Emperor Ferdinand to take a strong line in the Peace of Augsburg in 1555. A simple outline of some Jesuit activities will be marked within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which attempt an analysis of the Jesuits' importance will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an analysis of the role of the Jesuits along with other relevant factors in the Counter Reformation to 1600. These may include: growing divisions within Protestantism, especially after Luther's death in 1546; the role of Catholic rulers; and the work of reforming popes. At Level 5 there will be some attempt to evaluate a number of factors, and to draw reasoned and developed conclusions.</p> | 30   |

**B3 The Revolt of the Netherlands, 1559-1609**

| Question Number | Indicative content   | Mark |
|-----------------|--|------|
| 5               | <p>The question is focused on the restoration of Spanish control over the southern provinces of the Netherlands by 1585, and on the significance of Parma's diplomatic and military skills in achieving that success. In considering the given factor, candidates may refer to Parma's entry to the Netherlands at the head of a substantial army. His skilful diplomacy with Hainault, Walloon Flanders and Artois led to the Treaty of Arras in 1579, which made several concessions to Spanish authority. He secured a base in Hainault from where he planned the reconquest. Backed by Spanish money and reliable troops, Parma had considerable success; he forced the surrender of Brabant and Flanders and organised a brilliant siege of Antwerp in 1584. With the fall of the city all the southern Netherlands had returned to Spanish control. A simple descriptive outline of some relevant events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of Parma's successes will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess Parma's role from 1578, and a consideration of some other factors contributing to Spain's success. These may include the extreme disorganisation of the Union of Utrecht, whose members, in the absence of a single sovereign, often acted independently of each other; the Union's military difficulties, including a poor command structure; the assassination of Orange in 1584; and the involvement of Anjou and Elizabeth I of England in the affairs of the Netherlands. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors at work, and to draw clear and developed conclusions.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 6               | <p>The question is focused on the de facto success of the Dutch revolt by 1609, and the significance of Spain's economic weakness in ensuring that victory. Candidates are not required to have detailed knowledge of the Spanish economy, but should be aware of the difficulties which the Spanish kings had in paying for and supplying their armies in the Netherlands. These problems had been apparent since the time of Margaret of Parma's rule, and Alba's imposition of the Tenth Penny was an attempt to make up the financial shortfall. Until 1587 Philip II had paid his armies in the Netherlands, but his resources began to drain away due to distractions in England, France and Portugal. Insufficient funds led to a spate of Spanish mutinies which Maurice of Nassau was able to capitalise on with substantial victories in the 1590s. Spain's bankruptcy in 1596 ultimately forced Philip III to recognise the independence of the United Provinces in 1609. A simple outline of some of these events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the importance of financial matters will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess Spain's economic difficulties and a consideration of some other factors which explain Dutch success. These might include the growing strength of Dutch resources and leadership, notably that of Maurice of Nassau; the reorganisation of the States General into an effective body under the leadership of Oldenbarneveltdt; the intervention of England; and Spain's other problems in Europe and within Spain. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, and to draw clear and developed conclusions.</p> | 30   |

#### B4 The European Witchcraze, c1580-c1650

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 7               | <p>The question is focused on the witchcraze throughout the given period, and the extent to which the disruption to patterns of everyday life promoted 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 profound social and economic changes which disrupted everyday life, though it was the process of change rather than specific events which laid the psychological foundations for the witchcraze. There were civil conflicts within states, notably France and England, while the Thirty Years War affected many areas of life in Germany and other European states. Accompanying these events were fundamental economic changes; unprecedented inflation; a declining standard of living; and the early development of capitalism. The Reformation had destroyed Christian unity, causing religious conflict and competition, and there was a new awareness of the necessity for salvation. A simple outline of some of these or other relevant points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the link between changed patterns of life and the witchcraze will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to analyse the impact of changes to everyday life along with an assessment of other relevant factors. These may include the concentration of witch hunts in areas where there was no strong central authority; the spread of written information on witchcraft and the development of a stereotypical witch; and changes in legal processes. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, and to draw clear and developed conclusions.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 8               | <p>The question is focused on variations in the level of witch persecution, and the significance of different processes for the trial of witches in explaining these 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. Three legal developments since the 13<sup>th</sup> century 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 16<sup>th</sup> century witchcraft was defined as a secular crime in the Carolina of 1532. A simple outline of some of these or other relevant points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the importance of changing legal processes will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the importance of legal changes along with some other relevant factors. These might include the role of prominent individuals, the limited persecution in states with a strong central authority or powerful ecclesiastical jurisdiction, and the intensity of the witchcraze in smaller states. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, and to draw clear and developed conclusions.</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 it threatened Elizabeth I's rule in Ireland. Under Elizabeth English power in Ireland was moving from the Pale in order to extend control over the whole island. Her unwillingness to extend Tyrone's power in Ulster led to his organising of resistance to English rule from the early 1590s, and his was to be the most formidable threat to English power that had yet occurred in Ireland. The victory at Yellow Ford in 1598, the heaviest English defeat so far, led to uprisings throughout Ireland and the destruction of the Munster plantation. While native lords were mostly rebels, the Old English lords sided with the English, as did almost all towns and cities. Essex's intervention in 1599 proved disastrous for the English cause, but Mountjoy proved a much more able general. He quashed the Munster rebellion by 1601, and carried out a war of attrition against Tyrone in Ulster. The threat to English rule became more serious when a Spanish expedition of 4,000 soldiers landed at Kinsale in 1601. Tyrone was unable to join his forces with theirs, but was routed in the battle of Kinsale. Tyrone's inability to raise another strong military force, coupled with growing famine, led to his surrender in 1603. A simple descriptive outline of some of these points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the threat posed by Tyrone will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the seriousness of the threat to Elizabeth's rule, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the threat to English control, perhaps noting the importance of foreign intervention in an Anglo-Irish conflict.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 10              | <p>The question is focused on the Confederate War of 1641-53, and requires a judgement on the effects of the war on the Irish population. Candidates are not required to deal with the course of events in the war, except where they impacted on the population. The early years of the conflict saw Catholic settling of scores with Protestant settlers. Around 4,000 Scots and English Protestants were killed and perhaps a further 12,000 died of privations. Some Catholics were targeted, but on a much smaller scale. More significant was the Cromwellian conquest. The Drogheda and Wexford massacres were accompanied by the forced evacuation of Confederate populations, leading to both famine and the plague. 12,000 people were sold into slavery in the West Indies and there was a mass confiscation of Catholic lands and the imposition of a Protestant ascendancy. The death toll overall was huge, perhaps 400,000 out of a population of 1.5 million. A simple descriptive outline of some of these points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the impact of the war on the population will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the impact of the war on both sides of the religious divide, though the answer may lack balance overall, perhaps focusing almost exclusively on Cromwell's intervention. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, and to draw clear and developed conclusions.</p> | 30   |

**B6 The Thirty Years War and its Impact on Continental Europe, 1618-60**

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 11              | <p>The question is focused on Habsburg military successes in Germany in the years 1618-30, and the weaknesses of Protestant forces as a contributory factor to those successes. In considering the given factor, candidates may note that Bohemia received no military help from other states, while Maximilian of Bavaria offered Catholic League forces to the Emperor. Tilly's 30,000 troops had an easy victory against Bohemia at the White Mountain in 1620, and Bohemia fell under Catholic control. The Protestant Union protested to the Emperor, but were too weak to follow up these protests, and Ferdinand insisted on its dissolution. Mansfeld took over what remained of Protestant forces, but was unable to resist Tilly very effectively, and was compelled to attempt to raise troops in England. The Coalition of the Hague between England, Denmark and the Dutch gave Mansfeld only moral support; and in the Danish War Habsburg armies overwhelmed both Mansfeld's and Christian of Denmark's forces. A simple descriptive outline of some of these points, perhaps focused on Mansfeld, will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the Protestant weakness and/or Habsburg military power will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess Protestant weaknesses along with some other relevant factors. These may include the superior generalship of Tilly and Wallenstein compared with Mansfeld, and the importance of Ferdinand's alliance with Maximilian of Bavaria. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, and to draw clear and developed conclusions.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 12              | <p>The question is focused on the Peace of Westphalia in 1648, and the significance of the settlement of religious disputes which was one of the outcomes of those treaties. In considering the given factor, candidates may note that militant Catholicism was a factor in the outbreak of the war, and that both Catholic and Protestant unions formed at various times during the conflict. At Westphalia rulers were allowed to maintain the state religion of their choice, but were to acknowledge the rights of minority confessions (though these agreements did not apply in Habsburg lands). The Edict of Restitution of 1629 was withdrawn, and Westphalia finally gave Calvinism legal status. The Imperial Diet could no longer decide on religious policies by majority vote. As a result of these agreements, religious persecution declined except in the Habsburg lands, and later wars and alliances were not determined by religious affiliations. A simple descriptive outline of these points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the religious terms of the peace will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of the religious decisions along with some other relevant discussion on the peace treaties. These may include the decline of both Spain and Sweden, the rise of French power, and the decline in the Emperor's power within Germany. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, and to draw clear and developed conclusions.</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 requires a judgement on the extent to which it settled problems in Church and state. Answers may note that the Declaration of Breda indicated Charles' readiness to accept a broadly based religious settlement, though he was to be disappointed through the Cavalier Parliament's demands for the establishment of uncompromising Anglicanism. The Act of Uniformity of 1662 deprived over 1,000 ministers of their livings, while the measures in the Clarendon Code promoted Anglicanism in public and political life. The land and financial settlements appeared successful in solving land problems, while the abolition of feudal and prerogative taxation rights satisfied the gentry. The king was granted substantial powers, including the right to declare war and make peace, while the Triennial Act of 1664 contained no mechanism to ensure its enforcement. While the settlement led to parliament surrendering a range of powers, the relations between king and parliament, and the extent of their separate powers, were not closely addressed. This was to lead to growing tensions between the two from the mid-1660s. A simple descriptive outline of some aspects of the Restoration Settlement will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the settlement will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the successes and failures of various aspects of the settlement, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate a range of relevant factors at work, to take some overview of the settlement as a whole, and to draw clear and developed conclusions.</p> | 30   |

| Question Number | Indicative content  | Mark |
|-----------------|---|------|
| 14              | <p>The question is focused on the downfall of James II in 1688, and the significance of the king's attacks on the Church of England in bringing about his flight. In considering the given factor, candidates may refer to the growth of religious tensions from the late 1670s. James replaced office holders at court with Catholics, and tried to reduce the Anglican monopoly in education by seeking the appointment of Catholics to important posts at Oxford. He sought religious and legal equality for Catholics through the Declaration of Indulgence, and demanded the trial of the seven bishops who protested. Answers may also note James' exalted view of the divine right of kings, and the threat to Protestant liberties in France following the revocation of the Edict of Nantes. A simple outline of some of these events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the importance of James' attacks on the Church will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the king's policies which undermined Anglicanism along with some other relevant factors. These may include the failure to call a parliament after 1685; revisions to borough charters; and the demand for a standing army. The birth of a son in 1688 opened the possibility of a permanent Catholic dynasty. At Level 5 there will be some attempt to evaluate a range of relevant factors which led to the downfall of James II, and to draw clear and developed conclusions.</p> | 30   |

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