

Mark Scheme (Results) Summer 2011

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>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 factual material 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 Luther's challenge to the Catholic Church in the years 1517-25, and requires an analysis of, and a judgement on, the reasons for his successful defiance of the Church. Candidates may take a chronological or a thematic approach in their answers. There was widespread support for the 95 Theses from 1517. Luther's meetings with Cajetan in 1518 and with Eck in 1519 achieved nothing, though the latter forced Luther towards a more radical position. The Church was unable to defeat Luther's arguments and fell back on the 1520 excommunication. Luther's resistance was backed by growing popular support through the 1520 pamphlets, and the protection of Frederick the Wise was invaluable. Though Luther was condemned at Worms in 1521, Charles V failed to arrest Luther, who was held in secret in Wittenberg. Luther's intervention in the Peasants' War of 1524-25 led many princes to give him their support. A thematic approach might refer to the spread and popularity of Luther's message; prior attitudes within Germany towards the Church; support from the princes, individually or collectively; and the errors of Empire and Papacy in failing either to silence Luther or address his grievances. A simple outline of some significant events within the given period will be marked in Levels 1 or 2, and progression will depend on the relevance and range of material offered. Those who attempt some analysis of reasons for Luther's success will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the importance of a number of factors which contributed to Luther's successful resistance, though the answer may lack balance. At Level 5 will be answers which evaluate a range of reasons for the success of Luther's resistance in the years 1517-25 and which draw reasoned and developed conclusions.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the failure of the Emperor Charles V to suppress Lutheranism during his reign, and the significance of his difficulties elsewhere in Europe in explaining his lack of success within Germany. In considering the given factor, candidates may refer to several regions and states which required the Emperor's intervention. He was faced with political and religious difficulties in the Netherlands, and was in almost constant conflict with Valois France, especially in Italy. Charles also had to address the threat to European security from the Ottoman Empire. Thus he could not focus on events within Germany, and delegated responsibility here to his brother Ferdinand. He had significant success at Mühlberg against the Schmalkaldic League, though he was unable to press home his advantage, and was forced in the end to accept the Peace of Augsburg in 1555. A simple outline of some of the problems facing Charles V will be marked in Levels 1 or 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of Charles' difficulties and their significance for Lutheranism will access Level 3, though there may be some sections of narrative material. At</p>	30

	<p>Level 4 there will be an explicit attempt to analyse the significance of Charles' difficulties and a number of other relevant factors. These may include the limits of Charles' power and authority within Germany; the absence of active measures against Luther from the Catholic Church before the Council of Trent in 1545; and the fact that the longer Lutheranism became established in many areas of Germany, the more difficult would be any attempt to erase it. At Level 5 will be answers which evaluate a range of reasons for Charles' failure, and which draw reasoned and developed conclusions.</p>	
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B2 Meeting the Challenge? The Catholic Reformation, c1540-1600

Question Number	Indicative content	Mark
3	<p>The question is focused on the reforms of the Council of Trent of 1545-63, and the significance of its doctrinal decrees in an evaluation of its outcome. The Tridentine bishops realised that the strength of Luther's attacks lay in his doctrinal clarity, and the first session attempted to address this matter. Thus <i>sola scriptura</i> was countered with an explanation of the role of both scripture and tradition. The Council challenged Luther's idea that individuals could form their own beliefs through biblical study. It was stressed that salvation depended, not on <i>sola fide</i>, but on merit, which was earned through the seven sacraments and good works. There was also a reaffirmation of the doctrine of transubstantiation. These decrees established clear dividing lines between Catholic and Protestant theology. A simple outline of some of these decisions 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 importance of the decrees will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an attempt to analyse traditional beliefs, and to consider the importance of other outcomes of the Council. These may include the disciplinary decrees on the spiritual role of the bishop within his diocese, the importance of a well-trained educated clergy, and attempts to address absenteeism and pluralism. Candidates may note that there was no successful challenge mounted to the authority of the Papacy, which enjoyed a significant revival under Pius V, Gregory XIII and Sixtus V. At Level 5 there will be some attempt to evaluate the decisions made at Trent, and to draw reasoned and developed conclusions.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the success of the Counter Reformation, and the significance of Catholic rulers in that process. Answers do not have to refer to a large number of rulers and countries to be successful. In considering the given factor, candidates may refer to events within the Empire, noting that most Catholic rulers loyally supported the Pope and the Tridentine decrees, though the Emperor Ferdinand was less sympathetic to the reforms. Philip II imposed the decrees in the Netherlands and, while there was considerable opposition to his policy, he managed to maintain the religious loyalty of the southern Netherlands. The triumph of the Counter Reformation was seen most clearly in Poland, where Sigismund III was assisted by the Jesuits, and in Bavaria, where the Wittelsbachs were prepared to use armed force to protect Catholic states in southern Germany. Their aggressive stance encouraged others, notably in north-west Germany. A simple outline of a few of these developments, perhaps focused on the Empire, 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 role of Catholic rulers 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 Catholic rulers and of some other relevant factors promoting the success of the Counter</p>	30

	Reformation. These may include: the role of the Jesuits; the clarity of the Tridentine decrees; the influence of a revived Papacy; and the growing divisions within Protestantism. 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 the Counter Reformation.	
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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 grievances of the Dutch nobility in causing that revolt. In considering the given factor, candidates may refer to Philip's time in the Netherlands before 1559. The nobility had inherited land and status and could not be controlled by Philip, and so he largely ignored them. Margaret of Parma's regency was supported by a consulta of three men, again excluding the nobility; this encouraged Egmont, Hoorn and Orange to campaign against this form of government. Philip's proposed religious reforms threatened noble interests, as they saw a career in the Church as a route for their younger sons. Although the nobles helped to restore Margaret's authority at the time of the Iconoclast Fury, they were alienated by Alba's harsh rule, especially the Tenth Penny, the Council of Troubles, and the execution of Egmont and Hoorn. A simple descriptive outline of some 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 noble grievances 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 nobility in the outbreak of the revolt, along with some other relevant factors. These may include: the intervention of Orange; the role of the Sea Beggars; growing religious differences; and opposition to Habsburg centralisation and the sidelining of the States General. 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
6	<p>The question is focused on the course and outcome of the Dutch revolts, and on the significance of the contribution of the House of Orange to the revolts against Spanish rule. Candidates must make some reference to both William of Orange and Maurice of Nassau to access high Level 4 and beyond. 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. His refusal to deal with Don John of Austria enhanced his prestige still further, but 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, with proper military training and an increase in the number of officers, helped him turn the rebellion against Spain into a coherent revolt. He seized key fortress towns such as Breda, and strengthened the borders of the Dutch Republic with a line of forts. He also achieved key victories at Turnhout in 1597 and Nieuwpoort in 1600, and was instrumental in securing de facto independence in 1609. A simple outline of some of these events, possibly focused on Orange, will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material</p>	30

	<p>offered. Answers which begin to provide some analysis of the significance of one or both leaders 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 contribution of the House of Orange to the Dutch revolts, perhaps comparing the different contributions of Orange and Nassau. At Level 5 there will be some attempt to evaluate the significance of both leaders, and to draw clear and developed conclusions.</p>	
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B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the significance of religious change in explaining the European witchcraze. 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. In considering the given factor, candidates may refer to the growth of a new religious outlook, especially the idea that there needed to be a constant struggle against the devil, who moved and worked in the world. Attacks on medieval superstitions such as charms, amulets and potions meant that white witches could be accused of maleficent witchcraft. As states began to legislate on moral issues such as adultery and sodomy, the witchcraze developed in pursuit of a godly life. This may explain the fierce attacks in the prince-bishoprics in Germany. Equally important was a new literal interpretation of the Bible, notably the injunction in Exodus 22:18. 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 connection between religious beliefs and persecution 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 changing religious beliefs, and there may be consideration of other factors. These may include: economic and social dislocation; wars; the intensity of religious conflict; the role of individuals; and government control in several regions of Europe, though the answer may lack balance. 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 the gender imbalance in witchcraft accusations, and requires an explanation for this imbalance. 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 <i>Malleus Maleficarum</i>, which 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 often made against women over 50, often the village scolds who were showing signs of senility. 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 reasons for the gender imbalance 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 reasons for this imbalance, and also to consider accusations made against men. These were common in some countries, notably France and Iceland, and charges of heresy and witchcraft were usually made against men. Men were also implicated when witches named</p>	30

	accomplices under torture. At Level 5 there will be some attempt to evaluate a range of relevant factors, setting the given factor against other possible reasons for the gender imbalance.	
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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 rule of the early Stuarts to 1640, and on the extent to which they imposed their authority within Ireland. Tyrone's rebellion had been so formidable that the subsequent settlement of Ireland would have to be comprehensive. The existence of Catholic landowners was seen as a threat to English security, and so James I introduced systematic colonisation, especially in Ulster and the unplanted lands in Munster. This led to substantial migration from Scotland and England, including many who had served the crown in a military capacity. The plantation policy increased the power of Protestant officials working on behalf of the crown, and there were no challenges to royal power partly because the Irish economy was developing rapidly as a result of plantation. Neither James nor Charles I followed a policy of religious persecution, partly through sympathy for Catholicism, partly for foreign policy reasons. However, by 1640 a major challenge was being planned against Stuart rule as a protest against the dominance of English and Scottish Protestants within Irish government, and the severity of Wentworth's rule in the 1630s. A simple descriptive outline of 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 strength of Stuart rule 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 how far Stuart rule had been imposed on Ireland, perhaps noting that Tyrone's rebellion had been followed for forty years of peace. At Level 5 there will be some attempt to evaluate the extent of Stuart authority in Ireland, and to draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on English rule in Ireland in the years 1649-92, and requires a judgement on the reasons for English success in imposing Protestant interest so extensively. Candidates may refer to three key periods in explaining their answer. Cromwell's intervention in Ireland saw the dispossession of all Catholic landowners and the ending of the Catholic Confederate threat to English rule through a policy of great brutality. The restored Stuarts left Cromwell's settlement largely intact, though there was some restitution of Catholic lands, though only 20% of the land held before the outbreak of the Confederate War. Tyrconnell's attempts to improve conditions for Catholics did not last, and James II's intervention in Ireland proved disastrous for the Catholic cause. William's victory at the battle of the Boyne in 1690 was followed by the elimination of Catholicism from civil and political life, along with further transfers of land from Catholics to Protestants. A simple descriptive outline of some of these points, perhaps focused on Cromwell, 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 development of Protestant interests will access Level 3, though there may be some extended sections of narrative material. At Level 4 there</p>	30

	will be an explicit attempt to assess reasons for the successful imposition of Protestant interests, though there may also be reference to the legal position of Irish Catholics and the importance of education. At Level 5 there will be some attempt to evaluate the development over time of Protestant interests, and to draw clear and developed conclusions.	
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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 significance of the Bohemian revolt in causing the war. In considering the given 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. A simple descriptive outline of some of these points will be assessed within Levels 1 and 2, depending on the relevance and range of material offered. Answers which begin to provide some analysis of the importance of the Bohemian revolt 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 the revolt along with some other relevant factors which caused the outbreak of war. These may include religious tensions and the growth of Calvinism; the formation of the princely leagues, the Evangelical Union and the Catholic League; the territorial ambitions of states such as France, Sweden and Denmark; the German princes' attempts to gain independence from the Emperor; Spain's ambition to reconquer the Dutch Republic, and to maintain the Spanish Road; and the role of militant Catholicism. At Level 5 there will be some attempt to evaluate the role of various factors contributing to the outbreak of war, and to draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the duration of the Thirty Years War, and the significance of Swedish and French intervention in prolonging the war to 1648. The Treaty of Bärwalde of 1631 between France and Sweden turned a localised war into a European conflict. Gustavus Adolphus' victory at Breitenfeld led to Sweden's occupation of Pomerania and Mecklenburg, and to a brief period when the king dominated German affairs. Swedish intervention continued after the king's death in 1632, ending with the Peace of Prague in 1635. France's decision to go to war that year lengthened 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. A simple descriptive outline of some of these points, perhaps focused on the Swedish campaign, 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 ways in which Franco-Swedish intervention prolonged the war 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 this joint intervention along with some other relevant factors. These may</p>	30

	include Sweden's alliance with the Protestant princes, the nature of Habsburg power in the 1630s and 1640s, and the general war-weariness of the early 1640s. At Level 5 there will be some attempt to evaluate the role of various factors contributing to prolonging the war, and to draw clear and developed conclusions.	
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B7 Crown, Conflict and Revolution in England, 1660-89

Question Number	Indicative content	Mark
13	<p>The question is focused on Charles' relations with his parliaments, and the significance of differing views on royal power in causing difficult relations between the two. In considering the given factor, candidates may note that the Restoration Settlement did not establish clear limits to royal or parliamentary power. While there was general agreement that the king could dispense with the law under limited conditions, the power to suspend the law was challenged over the Declarations of Indulgence. In 1672 parliament withheld supply until the indulgence was withdrawn, and showed their power with the Test Act. Royal attempts to increase military forces were viewed with suspicion, even during preparations for the Dutch wars. While the king's right to conduct foreign policy was generally acknowledged, there was opposition to his links with Louis XIV. A simple outline of some of these and/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 royal disagreements with parliament 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 Charles' relations with parliament, and to consider some other reasons for disputes. These may include difficulties over finance, which pushed Charles into relying on parliament for supplies; and the significance of the Exclusion crisis, which led to a complete breakdown in relations by 1681. At Level 5 there will be some attempt to evaluate the relative significance of factors, and to draw clear and developed conclusions.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the second and third Anglo-Dutch Wars and the significance of trade and imperial possessions in causing those wars. The events of both wars do not have to be outlined unless they are relevant to trade and the colonies. Candidates may note that the first war of 1652-54 had not crushed Dutch maritime power, which still flourished in the Baltic, West Africa and in India, where the Dutch operated a monopoly of trade. The Dutch also traded illegally with the North American colonies, which threatened English revenues. The Duke of York provoked conflict with the seizure of trading posts and colonies in West Africa, and with attacks on New Netherlands. The Treaty of Breda in 1667 allowed England to hold on to New Netherlands (New York) and Dutch demands in West Africa were conceded. Commercial rivalry remained, and the Third War was fought in an attempt by England and France to crush Dutch commercial power. Under the Treaty of Westminster New York was formally ceded, and the Dutch hold on Surinam confirmed. A simple outline of some of these events, possibly focused on the Second War, 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 reasons for war 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 reasons for war,</p>	30

perhaps noting that the origins of the Third War were complex, and were linked to Charles' growing alliance with Louis XIV confirmed in the Secret Treaty of Dover. At Level 5 there will be some attempt to evaluate the significance of a number of relevant factors, and to draw clear and developed conclusions.	
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