

Mark Scheme (Results)

Summer 2010

GCE

GCE History 6HI02/A

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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.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p>
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NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

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 analytically (i.e. 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 simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</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 show some understanding of the focus of the question. They may, 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 mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</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. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. 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>

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

A02b (16 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-8	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p>
3	9-12	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p>
4	13-16	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p>

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

Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b)(i) or (ii)	24	-	16	40
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

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.

A1 Henry VIII: Authority, Nation and Religion, 1509-40

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence to both support and challenge the stated view, and taken at face value are clearly in conflict. Source 2 shows that the religious orders were involved in protests and even rebellion after the dissolutions of 1536, while source 3 demonstrates that this led directly to the closure of some of the greater monasteries. Together they suggest that it would not be safe to leave such powerful institutions untouched and that they had given the King ample cause to close them. This can be taken as evidence of a direct causal link between rebellion and the closure of the greater abbeys. Source 1, however, suggests that there was a desire to abolish them anyway, if not an actual plan. Responses that develop these points to support and challenge the claim can reach L2. However, if the sources are interpreted in context the evidence can be reconciled. The tone and provenance of source 1 suggests that the author was hostile to monasticism and possibly to the Catholic Church as a whole. The Reformation parliament made 'good and wholesome laws', the abbeys were 'great and fat', 'thorns' and 'putrefied' oaks. Candidates may also be aware that Hall's background made him sympathetic to the government, the fact that his Chronicle was published in 1542 suggests that his views were safe to express while Henry still ruled. All of this suggests that he might represent a view that desired the abolition of all monasteries, but it does not demonstrate that this was a majority view or part of any government intention at this time. Sources 2 and 3 do show evidence of links between the greater monasteries and the 1536 rebellion, but only six monasteries were forfeited in 1537, so this cannot prove that rebellion caused the closure of others. However, placed in the context of the time, the behaviour of the monks would not endear them to the King, and undoubtedly made them politically suspect. The fact that the greater monasteries were closed over three years may well reflect a preferred process and/or a measure of caution against provoking further resistance. Placing the sources in this context minimises the apparent conflict between them, and it can therefore be suggested that in 1536 there was some hostility towards the greater monasteries, which might have led to their closure, but that the role of the monks in the 1536 rebellion made it far more likely, if not certain. Responses at L3 will both support and challenge the claim while those at L4 will seek to develop an overall judgement.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The sources contain evidence to both support and challenge the stated claim. Taken at face value source 4 shows that Wolsey controlled the reigns of power while Henry pursued his pleasures as a 'self-indulgent' young king. Candidates can develop this point from their own knowledge of Henry's interests, friendships and pursuits, as well as their knowledge of Wolsey's ambition and methods of manipulation. Sources 5 and 6, however, show some limits on Wolsey's power, referring to the importance of factions and to the role of the 'minions' who had a close relationship with the King that Wolsey could not share. This can be supported by cross-referencing to source 4, as well as developed from own knowledge of the greater nobility, their relations with Henry, the importance of the Privy Chamber and Wolsey's failure to control it despite several attempts. Source 6 shows Henry actively issuing instructions. However, interpreted in context the sources offer a more complex picture and suggest that the apparent conflicts can be reconciled. In source 4 Scarisbrick suggests that it 'seemed' as though Henry had surrendered power to Wolsey, allowing that appearances could be deceptive. Candidates can draw on their own knowledge to refer to occasions when Henry asserted his control, and Wolsey's haste to obey. They can also suggest that the situation varied over time, with Henry gradually becoming more active in day to day government after the failure of the Amicable Grant, or in particular areas of personal interest such as foreign policy and war. Source 5 offers a range of factors, which can be assessed by considering Wolsey's methods of government and his relations with the nobility. The existence of factions and the role of the Privy Chamber posed a challenge to Wolsey's power, which was balanced by his control of patronage and his use of the courts to punish those who offended him. Taken together sources 5 and 6 emphasise the extent to which the King retained control. In source 5 he is seen as the source of all power, and of the patronage on which both Wolsey and the noble factions depended. In source 6 he is demonstrating the extent to which he could play off the different elements, setting Wolsey to investigate the nobility on his behalf and demonstrating his power over both. Candidates can develop this further by reference to the Duke of Buckingham, whose execution came from these instructions. However, the source is capable of being interpreted in different ways. On the one hand it shows that in challenging these men Wolsey required instruction from the King, and that it was the King who instigated the challenge. At the same time it indicates the level of trust that Wolsey enjoyed, and may point towards a removal of the conflict to create an overall judgement - that Henry surrendered the daily exercise of power to Wolsey because he knew that he could trust to his obedience and his dependence upon the King's favour. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of Wolsey's position, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The sources offer a range of material that can be used to address Cromwell's role in the development of the Reformation of the 1530s, and there are a variety of routes to high levels. Source 8 is focused on the relative importance of Cromwell and the King, and many candidates are likely to follow this focus, but source 9 also addresses the nature of Cromwell's aims and beliefs, opening another issue for debate that is directly supported by source 7. Candidates can utilise either approach, and the best may well link the two. Taken at face value sources 8 and 9 make conflicting assertions, but if the sources are interpreted in context the conflicts can be reconciled. Source 7 demonstrates Cromwell's early activity in the process by which the clergy was brought under royal authority, and addresses the central role of parliament and the law and the need for the supremacy of secular/national law over the rules of the church. The provenance refers to his original drafting of the Supplication in 1529, but also indicates that the document was utilised at a time of the King's choosing, or of Cromwell's increasing influence in 1532. Candidates can develop the argument by reference to the early attempts to pressurise the clergy in 1530-32, and the significance of the 1532 submission. If cross-referenced with source 8 this can be used to demonstrate Cromwell's role as a 'finder of ways and means' to turn Henry's 'vague ideas' into parliamentary legislation, and further developed by reference to the key legislation of 1533-34 that laid the basis of the royal supremacy. If supported by reference to the appointment of Cranmer, Anne's pregnancy and the secret marriage of January 1533, the process of decision-making can be addressed to debate the roles of Cromwell and Henry. Source 8 offers a route towards construction of an overall judgement. However, source 9 allows the issue of Cromwell's role to be widened. The reference to national sovereignty and the role of parliament allows discussion of other aspects of Cromwell's work, which can be developed by own knowledge into a discussion of a 'revolution in government' as well as the religious changes of 1535-39. Candidates who consider these areas may well argue that even if Henry controlled the movement towards Royal Supremacy and/or called a halt to reform in 1539, the nature of the chosen 'ways and means' and extent to which the 1530s saw the establishment of an independent national government made Cromwell and his perception of national sovereignty the decisive influence in shaping, if not making, the Reformation. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the Reformation, with a sharp focus on agreement or disagreement with the given view.</p>	40

A2 Crown, Parliament and Authority in England, 1588-1629

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence to both support and challenge the stated claim, and taken at face value are clearly in conflict. Source 10 suggests that Charles wished to move towards unity with Rome, but source 11 denies this and testifies that he was a loyal Anglican, willing to give Catholics protection but not liberty. Source 12 describes how Charles' religious policies have led to an increase of 'popery' and identifies the spread of Arminianism as the main cause. Developed responses based on this evidence can reach L2. However, if the sources are interpreted in context, the issue becomes clearer. Source 12 expresses Protestant fears, and is based on a view of Arminianism that Charles would not accept. Popery is identified through the use of ceremonies and hostility to the more extreme forms of Protestantism, and on this definition Charles had certainly encouraged it. Arminian attitudes and ideas did certainly create divisions within the Church, and moved the organisation and practices of the Anglican faith closer to those of Rome. Candidates may well argue that this represented a particular view, held by strongly Protestant and anti-Catholic MPs, illustrating precisely the fears and divisions that were created. However, sources 10 and 11 focus on Charles' attitudes rather than the outcome of his actions. Source 10 was written at a time when Charles was seeking a marriage with a catholic princess, and he may therefore be emphasising what is common to the Roman and Anglican churches, rather than the differences. He refers to 'moderation' and 'one undivided God' but stops short of agreeing with Catholic ideas in general. This is supported by source 11, which shows that Charles was willing to befriend Catholics, but not to become one of them, nor to allow them to operate freely. This points to the resolution of the conflict within the sources. Given the fear and hostility felt by many English Protestants, such as the MPs in source 12, Charles's willingness to work with rather than against the Church of Rome was dangerous in itself, allowing Catholic influences to operate within the Church under the cover of Arminianism, and weakening those who sought to defend Protestant identity. It can therefore be argued that the sources do support the view that Charles could not be relied upon to defend the Church of England, because he did not share the hostility that many contemporaries saw as essential. While he had no intention of restoring Catholic influence, his Arminian inclinations did allow it to increase, and, in the eyes of contemporaries at least, this was a danger to the Church of England. Responses at L3 will both support and challenge the claim while those at L4 will offer an overall judgement.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The sources address a range of the problems facing Elizabeth in the years after the defeat of the Armada, and both support and challenge the stated claim. Source 13 directly states that the war had an adverse effect on English trade and affected the lives and livings of the population, raising the threat of rebellion in England. Source 14, however, attributes the problems mainly to inflation and the failures of the administrative system. Source 15 refers to rebellion in Ireland and the fact that the rebels sought help from Spain, thereby raising other problems related to the war. Candidates can therefore argue both for and against the claim by assessing the relative importance of the problems. However, if the sources are cross-referenced and interpreted in context, a much more complex picture emerges, allowing reconciliation of the apparent conflict by establishing links between the problems. Source 13 refers to problems affecting trade, which would create unemployment and unrest, and have an adverse effect on royal revenues. This is referred to in source 14, and compounded by the problems of inflation and an inadequate system. However, source 14 also says that MPs were 'aware of her needs' and this would include the war. Candidates can develop these arguments by showing that MPs did support Elizabeth's struggle with Spain and did grant subsidies - in that sense the war helped by creating unity of purpose. However, the extent of financial problems can be explained by reference to the causes of inflation, rising population and bad harvests, and the lack of understanding of these underlying causes within parliament, as suggested in source 14. Candidates can use own knowledge to describe these difficulties, and demonstrate that they did not all arise from the war with Spain. Reference to source 15 helps to develop a conflicting argument. Candidates can use own knowledge to explain the problems in Ireland, and the costs associated with suppressing the rebellion, and link this with the Spanish war in terms of both moral and military support for the rebels from Elizabeth's enemies. They can also draw on religious conflicts to explain both the war and the Irish rebellion. The inefficiency of the administration, for example the role of Essex, is also a factor in this argument, and helps to link the conflicting views. Taken together the sources indicate that Elizabeth faced severe difficulties in financing her government which led to some tensions in parliaments, because of inflation and the inadequacies of the system, and that this was exacerbated by the ongoing war and rebellion in Ireland. This led to levels of popular unrest and fears of rebellion, but also encouraged unity and loyalty to the Queen. It can therefore be argued that the war increased Elizabeth's difficulties, but cannot be seen as the sole cause of complex and interacting problems. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the problems facing Elizabeth, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The sources can be used to both support and challenge the claim. Source 16 offers evidence that James cared for the Church and protected English liberties, but also criticises his reaction to the Thirty Years War and testifies to his lack of popularity. Source 17 adds the problem of financial extravagance and corruption, while James's description of the Commons shows that problems also existed there. Candidates can develop all of these points from own knowledge to build conflicting arguments about James's success as a monarch. However, if the sources are cross-referenced and interpreted in context they can be used to develop a balanced judgement. Source 17 is essentially critical and points to a key area of weakness in James's abilities, and this is supported by source 18, which can be used to explain the impact of James's financial irresponsibility. Candidates can draw on their own knowledge to explain the failure of Salisbury's attempts at reform, the quarrels over impositions and the Great Contract to develop these points. Source 18 mentions the 'Addled' parliament of 1614, in which complaints about the King's financial policies and his extravagance brought political tensions to the surface. However, they can also argue that by 1518 some reforms had begun, and that it was the Thirty Years War and the behaviour of Charles and Buckingham that undid the progress made in this area, not least by engineering the fall of Cranfield. Source 16 supports the view that James had 'virtues' and allows candidates to assess his record in terms of religious harmony and respect for parliaments, to counter the critical view. James's irritation in source 18 may well be explained as a reaction to particular problems rather than a consistent attitude towards parliaments, and the point can be developed by cross-referencing with source 16 and supported by own knowledge. However, the existence of some tensions is undeniable. This can be further developed by considering James's reaction to the war from 1618-21, and the problems it posed. Candidates may also suggest that d'Ewes comments are coloured by what came after - the references to Arminius, liberties and illegal taxes suggest that the comments were made at some point during the reign of Charles I. It can therefore be argued that James did have strengths and that his later problems were not caused only by the war, but by his age and the growing influence of Charles and Buckingham, while also recognising that he contributed to the tensions that emerged by his handling of both finance and parliamentary sensibilities. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of James' performance, with a sharp focus on agreement or disagreement with the given view.</p>	40

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