

Mark Scheme (Results)

Summer 2012

GCE History (6HI02/A)

Unit 2: British History Depth Studies

Option A: Early Modern British History:  
Crown & Authority

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth. <b>High Level 1: 3-5 marks</b> 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><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth. <b>High Level 2: 8-10 marks</b> 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><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth. <b>High Level 3: 13-15 marks</b> 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><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> 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><b>Low Level 1: 1-2 marks</b> 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> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> 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> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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><b>Low Level 3: 13-14 marks</b> 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> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> 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> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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.*

AO2b (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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> 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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> 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><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> 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><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: 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 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
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

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

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the stated view. Taken at face value, Source 3 seems to present the greatest support for the view that the Pilgrimage was borne out of religious motivation, with the Oath taken by Pilgrims stressing aspects of faith and denying other motives for joining. Both Sources 1 and 2 suggest elements of grievance over religious issues. However, in Source 1 the focus is more on the consequences of the suppression of religious houses. Source 2 links with this, also suggesting the rebellion may be utilised in stopping further changes in religious matters. In this sense Source 2 could be considered to be suggesting that religious grievances are exaggerated for this purpose, whilst also indicating the rising was in part against taxation. Similarly Source 1 details a range of other complaints which could be used to counter the claim in the question. Candidates cross-referencing sources and exploring such issues beyond face value can reach level 3 and beyond. Inferential skills and consideration of provenance may also be developed through considering both the degree of and the reasons for the differences between the sources. Candidates may suggest that the Oath's denial of other motives (Source 3) may suggest that some of the disquiet behind the Pilgrimage was in part driven by other forms of grievance. Candidates may also argue that whilst in Source 1 the rebels present a range of grievances, many of these can be seen to be related to religious changes in some form. Responses may also point to this as being a more detailed list of particular demands and issues as presented to the King's officers, possibly contrasting it to what may be seen as an attempt in Source 3 to add a more righteous slant to the uprising. Regarding Source 2, candidates may question Chapuys' purpose, possibly arguing that his interpretation of the uprising, no doubt reported to him, is coloured somewhat by his own religious perspective. Candidates considering valid aspects of source attribution as it relates to the question are cross-referencing the evidence and will achieve Level 3. Responses which reach judgement developed from this will achieve Level 4.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The question asks candidates to evaluate the issues which brought about the break from Rome. Taken as a set the sources offer evidence for and against the claim in the question. Both Sources 4 and 5 offer evidence providing support for the stated view. Source 4 could be used to argue a case that other considerations were secondary to his need for a divorce. This could be linked to Source 5, where it refers to Anne's pregnancy being a 'pressing factor'. Candidates may draw on their own knowledge in relation to this, for example exploring the extent to which the divorce itself directly stemmed from Catherine's failure to produce an heir. Responses may link this to Wolsey's attempts to procure a divorce, arguments over the legitimacy of Henry's marriage to Catherine such as at the Legatine Trial, although this is not to be expected. Candidates may also draw on Source 5 as the basis to challenge the stated view, using it to emphasise Henry's lack of coherent plan, the delay in bringing about the actual breach and the role Cromwell played in matters. The latter could also connect to Source 4 in suggesting that Cromwell had broader motivations. Equally Source 5 could be used as the basis for an argument that the break with Rome was brought about because a divorce had not been achieved by 1533, at which time it was pressing in order to produce an heir. In this sense candidates could explore issues and reconcile differences in evidence to suggest that the ultimate outcome and Henry's initial motivation were not entirely one and the same. Source 6 can be linked to arguments that there were genuine causes against the Church. This may be linked to a range of issues, such as the role of reformers such as Cranmer, Cromwell or even Anne. Gardiner's argument may be considered by candidates as in part a justification after the event, although candidates may trace such anti-papal ideas back to before the issue of an heir had fully arisen, possibly linking this to Source 4.</p> <p>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 reasons for the break from Rome, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>Overall the sources provide evidence for a range of arguments concerning the debate at hand. In following the argument in the question, candidates could draw from a range of evidence. Source 9 highlights how power was reliant upon the whims of Henry's personality. Candidates may draw implication from this and link to their own knowledge of how Wolsey's Henry reasserted aspects of his authority well before Wolsey's fall, such as over the failure of the Amicable Grant in 1525. Source 7 also suggests that both key decisions were Henry's to be made, and that Henry had both the will and authority to chastise Wolsey if he did not follow his bidding. Candidates may also develop the reference to the Commons or Lords to consider their relation to this. Candidates may also reflect that whilst Source 8 provides a clear argument over Wolsey's dominance of the legal system, much of the power he held derived from being able to keep Henry's ear and deny it to other councillors. This was an ability that by 1528 was rapidly diminishing. In countering the view in the question, at first sight Source 8 seems to offer the strongest evidence to suggest that Wolsey's powers gave him a genuine position of authority, detailing Wolsey's offices and responsibilities. Sources 7 and 9 can also be drawn from to support this view, as Vergil (Source 7) suggests that Wolsey did have considerable authority as the Commons deputation went to him first, and that after being reprimanded, Wolsey returned to his ways. Source 9 implies Wolsey was responsible for much of the day-to-day affairs of the administration of office. Own knowledge could be utilised to support such claims, considering how Wolsey's power stemmed from his close relationship with the King, the range of his offices as Chancellor, Cardinal and Papal Legate, as the way he was able to dominate the King's Council for most of the period and the importance of developments such as the Eltham Ordinances.</p> <p>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

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

Question Number	Indicative content	Mark
2 (a)	<p>Taken at face value Sources 10 and 11 both seem to support the stated view. Tyrone in Source 11 clearly presents a case for the restoration of the Catholic faith in Ireland, appealing for support to aid against the 'heretics'. Similarly The Bishop of Cork in Source 10 suggests that the people of Ireland are seduced away from Elizabeth's faith by priests, detailing the drop in attendance at his Anglican Church despite his efforts. At face value the opinion of Elizabeth's Council of Ireland in Source 12 appears to counter the claim, suggesting that religion is being used as a cover for Tyrone's true motives, namely to 'alter the government and state'. The claim in Source 12 that Tyrone now makes more of his 'promise to introduce Papistry' could be related to Tyrone's appeal to the Spanish king in Source 11. Candidates may also reflect that this is not entirely incompatible with the evidence in Source 10, considering the extent to which their superiors did actually use religion. Responses may also note that whilst this clearly indicates disquiet over the issue of religion, it does not necessarily equate to a rebellion on religious grounds. Candidates may well examine the provenance of Source 10 and consider the motives of the Bishop of York, suggesting that while he clearly is in a position to comment on the issue of religion, it may be in his interests to exaggerate somewhat. As regards Source 11, many candidates are likely to pick up on Tyrone's purpose in appealing to Philip for support after previous requests have not been satisfied. Candidates may consider Source 12 a balanced appraisal of the threat, though not necessarily agree that its perspective is best placed to adjudicate the full motives of the rebellion. Candidates utilising inferential skills or consideration of provenance in relation to issues identified in the content of the sources should achieve Level 3. Responses which are able to resolve such issues and reach judgement on the evidence will be deserving of Level 4.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The question asks candidates to offer an assessment of James' financial situation and the reasons for the poor state of these. Taken as a set the sources offer evidence for and against the claim in the question. Source 14 suggests James' problems as being a result of his 'extraordinary extravagance'. Source 15 could also be drawn upon in support of this, using the remedial measures taken by Cranfield as evidence of previous profligacy. Source 13 also suggests James contributed to the problems inherited through the costs of his household and accession, although the extent to which these were truly of his own making may be debated. Candidates may develop such using their own knowledge to consider this by detailing the increased costs of the royal household, at £100,000 per annum under James in 1611 compared to £64,000 in Elizabeth's time. Candidates may also detail particular spending that was seen as extravagant, such as the building of the banqueting house at Whitehall or jewels and gifts. A developed analysis may explore the extent to which it was the amounts involved per se, or the nature of the spending and the consequences this had on his relations with Parliament, thus creating further financial difficulties. Particular ire was raised against James for his perceived generosity to his Scottish courtiers. Candidates may also note that as Parliament proved reluctant to offer subsidies without gaining greater accountability over James' spending, he sought other means of raising finance, such as various forms of prerogative taxation or the sale of peerages. Whilst it is not expected of candidates that they explore the relationship between financial difficulties and disagreements between James and Parliament over privilege and prerogative, those doing so with a focus on the question are likely to achieve the higher levels. In challenging the stated view, candidates may use Source 13 to highlight the situation James inherited from Elizabeth, both in terms of direct financial liabilities and further costs such as those outlined in Ireland. Candidates could also draw on Source 14 as a basis for exploring the issue already outlined of the extent to which Parliament's actions constrained James' financial situation. Source 15 provides opportunities to explore the extent to which James could even be argued to have resolved many of his financial problems. Candidates could consider the success of the measures taken by Cranfield or the evidence they provide as to the impact external problems such as war had on royal finances. Some responses may also question the extent to which James deserves credit for the measures taken under Buckingham's appointment. Further supplementation through own knowledge could explore the extent to which there was a general decline of royal finances, such as tenure revenues, and the impact that inflation had on subsidies. The fundamental issue of royal finance went beyond the extravagance of James; the failure of both Parliament and James to agree over the Great Contract in 1610 may be considered as an example of this.</p> <p>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' financial problems, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question asks candidates to offer an assessment of Elizabeth's success. Taken as a set the sources offer evidence for and against the claim in the question. Source 18 offers support to the stated view, seeing the arrangements over her succession as being an achievement brought about by Elizabeth in terms of how it prevented foreign claims, united the kingdom and ensured a continuity of the protestant faith. Candidates may draw from own knowledge in relation to this by examining the extent which arrangements with James VI of Scotland were perceived as successful at the time. Candidates may highlight the elusive nature of this, with James being seen by many as the intended successor, although not formally named. However, this could be interpreted by candidates as either evidence of a successful ploy or as a sign of the weakened position Elizabeth operated from in her latter years. Source 17 may be used by candidates as evidence for or against the stated view. Whilst the source offers clear evidence that she was able to deal with the rebellion, candidates may point to such a threat from a one-time favourite of Elizabeth as evidence of the difficulties she faced from factions and may argue that the dominance of Cecil that resulted from this was evidence of a failure. Source 16 provides evidence of Elizabeth's handling of both foreign and financial affairs. Whilst the source clearly highlights the precarious nature of her financial situation, which may be developed to argue against the stated view, candidates may also use this as an entry into a debate over the success of Elizabeth in containing the threat from Spain, alongside commitments in Ireland and the Netherlands, in the face of budgetary pressure. The interlinked nature of the issues addressed mean responses may relate the sources to each other, and their own knowledge, in a variety of ways. Candidates may also draw from a range of other issues, such as the Irish Rebellion, the monopolies debate, her handling of Parliament more generally or even Elizabeth's relations with her subjects against a background of social and economic difficulties.</p> <p>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 latter years of Elizabeth's reign, with a sharp focus on agreement or disagreement with the given view.</p>	40

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