

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI01) Paper 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.

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: A01a and A01b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 5: 27-28 marks As per descriptor</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

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

Unit 1 Assessment Grid

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

B1 Luther, Lutheranism and the German Reformation, 1517-55

Question Number	Indicative content	Mark
1	<p>The question is focused on the extent to which the German Reformation was caused by papal financial demands.</p> <p>There is much relevant material on the causes of the Reformation, and candidates are not required to consider a large number of factors in order to access the highest levels.</p> <p>Unlike many European states in the early sixteenth century, power within Germany lay in the hands of individual Princes. The absence of a strong central government encouraged the papacy to make constant financial demands on both clergy and laity. Clergy had to pay high fees to Rome on taking up their offices, while the laity had to pay highly the rulings on issues such as marriage and inheritance. Linked to these financial demands was the growing scandal over indulgences, especially those being sold by Johann Tetzel.</p> <p>Answers may note that, while there was no widespread discontent over church doctrines in 1500, there was general dissatisfaction with the state of the German church. Priests were often openly married and functionally illiterate. In 1500 only one parish in 14 had a priest in residence, and absenteeism, pluralism and simony were rife. Humanists such as Erasmus had promoted a climate conducive to reform. His works were widely read, including a more accurate version of the Greek New Testament and the satire <i>In Praise of Folly</i>.</p> <p>Level 5 answers will have a secure focus on the question, will address the issue of papal financial demands and other relevant factors, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the issue of indulgences. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the survival and spread of Lutheranism in the years 1517-55, and the extent to which this was caused by the political structure of the Holy Roman Empire.</p> <p>Answers may note that Charles V's military and political power within the Empire was strictly limited and controlled. The traditional <i>Wahlkapitulation</i> meant that successive emperors had to agree to work within the limits set by the Imperial Diet, which meant that Charles V had very little freedom of action, and was compelled to work with the German princes.</p> <p>Answers may also note that Charles was distracted by pressing issues in other parts of Europe such as Spain and in eastern territories against the Ottoman Turks, and these distractions allowed Lutheranism to take root in many parts of Germany.</p> <p>Answers may note that the survival of Lutheranism was made possible largely by support from individuals. Luther owed his own survival in the years to 1521 to the protection of Frederick the Wise, who also sheltered him after his condemnation at the Diet of Worms in 1521. The conversion of many princes to Lutheranism in the 1520s and 1530s made the restoration of Catholic unity within Germany virtually impossible. The Schmalkaldic League gave broad military protection to Luther and his followers.</p> <p>The rapid spread of Lutheranism and throughout Germany was made possible by the printing press and by existing economic conditions within Germany. The existence of a wide network of trade routes, and the growth of towns and cities, allowed Luther's message to spread rapidly to a large audience. Many people gave an enthusiastic reception to Luther's teachings, partly because they reflected their own long-standing concerns over the corruption of both the papacy and the Catholic Church.</p> <p>Level 5 answers will have a secure focus on the question, will address the political structure of the Empire and some other relevant factors support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points such as the role of the German princes, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
3	<p>The question requires a judgement on the extent to which the authority of the papacy changed in the years c1540-1600.</p> <p>Answers may note that papal corruption was one of the factors behind the Protestant challenge to the Catholic church in the early sixteenth century. Some popes, for example Alexander VI, led scandalous private lives, while Julius II was more interested in military rather than spiritual affairs. Paul III and his successors implemented a reform programme aimed at responding to this attack. Paul the third summoned the Concilium of 1536-37, and the Council of Trent, to deal with challenges to the church. Some bishops at Trent tried to declare the supremacy of a general Council over the papacy, but this demand was not confirmed, and the papacy was strengthened as a result. Although Trent did not issue any decrees concerning the papacy, its members recognised papal authority by entrusting to Pius IV and his successors the responsibility for reforming the catechism, the missal and the Breviary.</p> <p>After Trent the Counter-Reformation papacy embarked on a sustained reform programme. Papal government was made more efficient, the Curia was updated, and the number of cardinals was limited to 70. Successive popes ensured that Trent's decrees were put into operation, and they were willing to support the activities of new religious orders such as the Jesuits.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of ways in which papal authority was changed, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of Paul III's reform programme. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Counter-Reformation in the years c1540-1600, and the extent to which the work of the Jesuits was responsible for its success.</p> <p>In considering the stated factor, answers may note that Ignatius Loyola demanded the highest standards of religious conformity and of education among the Jesuits. The order developed strong links with most of Europe's Catholic rulers, and had great influence over the Emperor Ferdinand. They were also strong in Poland, Bohemia, Hungary and France, and helped to maintain Catholic traditions in the southern provinces of the Netherlands. Peter Canisius was instrumental in strengthening and extending Catholic influence within Germany.</p> <p>Other factors explaining the success of the Counter-Reformation include the response to it from Catholic rulers. Most were prepared to enforce the decrees of Trent within their territories. Philip II imposed the decrees so forcefully in Spain that Protestantism was unable to get a foothold in the country. The Counter-Reformation was perhaps most successful in Poland under Sigismund III, and in Bavaria. Successive popes from Paul III onwards promoted the challenge to Protestantism. Answers may also refer to the growing divisions within Protestantism in the late sixteenth century, which meant that the Catholic church's opponents were unable to mount a unified response to it.</p> <p>Level 5 answers will have a secure focus on the question, will address Philip II's policies and some other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of Philip's rule. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B3 The Revolt of the Netherlands, 1559-1609

Question Number	Indicative content	Mark
5	<p>The question is focused on the division of the Netherlands by 1585, and the extent to which this was caused by religious differences.</p> <p>In considering the stated factor, answers may refer to the rapid spread of Calvinism in the northern provinces, and the strong position established by Lutheranism in many towns. The Iconoclastic Fury of 1566, and the forced imposition of Calvinism by the Sea Beggars from 1572, alarmed most Catholics, who realised that they needed Spanish protection to ensure the security of their religion. Answers may note that the growth of Calvinism was a significant factor in dividing north from south. As Calvinism advanced south the southern provinces established the Union of Arras in 1579 under Spanish rule. The northern provinces formed the rival Union of Utrecht and in 1581 announced of their allegiance to Spain.</p> <p>Other factors which promoted the division of the Netherlands include the role of William of Orange. He developed a reasonably stable government in the North after 1572, but was unable to maintain the unity of the Netherlands from 1579. Spanish weaknesses might be addressed. Alba, Requesens, and Don John of Austria, all took their orders from Philip II, who refused to make any concessions to the Dutch. Answers may also compare the weak Spanish economy with the growing economic success of the northern provinces, and with the relative weakness of the southern provinces.</p> <p>Level 5 answers will have a secure focus on the question, will address religious differences and other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the survival of the United Provinces in the years 1585-1609, and the extent to which the leadership of Maurice of Nassau and Oldenbarnevelt was responsible for its survival.</p> <p>Examiners must note that some candidates may focus entirely on Maurice and Oldenbarnevelt, and may attempt a comparison of their contributions. Others may place the role of the two leaders within the context of other factors, some of which are considered below. Either approach is entirely acceptable.</p> <p>Maurice of Nassau succeeded his father as Stadtholder and Captain-General of the Army. His reorganisation of the armed forces, with proper training and an increase in the number of officers, helped the north to maintain its revolt against Spain. He strengthened the borders of the Dutch Republic with a line of forts, and achieved key victories against the Spanish forces at Turnhout in 1597 and Nieuwpoort in 1600. Oldenbarnevelt provided strong political leadership. He exercised far reaching powers and worked to hold in check the separatist tendencies of the northern provinces. The northern economy experienced significant growth, as exemplified in the formation of the Dutch East India Company.</p> <p>Other relevant factors which explain the survival of the United Provinces include the growing economic weakness of Spain. The country went bankrupt in 1596, which seriously affected its military power, and it was forced to recognise the practical independence of the Dutch Republic in 1609. The intervention of England and France was also significant. Elizabeth I provided military and financial help which was of great help to Maurice of Nassau. Parma was deflected to other strategic goals in 1588 and 1590.</p> <p>Level 5 answers will have a secure focus on the question, will address issues of leadership and other relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering Maurice's military leadership. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the causes of the witchcraze, and the extent to which the development of the image of the witch formed from popular printed materials was responsible.</p> <p>Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends.</p> <p>In considering the stated factor, answers may note that popular ideas on witchcraft were developed by printed texts such as the <i>Malleus Maleficarum</i>, <i>Daemonologie</i> and <i>Demonolatreiae</i>. Taken together, these texts suggested that witches were heretics, could fly and change their shape, and could inflict harm on livestock and on people. The <i>Malleus</i> in particular suggested that witches were more likely to be women than men. A growing understanding of the nature of the witch also developed through public readings of charges brought against individuals, transcripts of certain trials, popular accounts of maleficia, and sermons on the subject.</p> <p>Other reasons for the outbreak of the witchcraze include religious divisions. Lutherans, Calvinists and Jesuits were all enthusiastic hunters of witches. The vernacular Bible played its part, notably Exodus 22:18. Economic factors include significant inflation during this period and a decline in the standard of living; and there were some links suggested between growing famine and witch hunts. Many witch trials took place in border areas which lacked a strong central authority, and in the smaller German states as a result of the weakening of Imperial power.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points on the question, including the plantation policy, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of the plantation policy. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the varying intensity of witch persecutions, and the extent to which this was caused by the operation of different legal systems in Europe.</p> <p>Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends.</p> <p>In considering the stated factor, answers may note the change from the mediaeval accusatorial system to the inquisitorial system and the use of torture. These changes contributed to a growing number of witch trials, as prosecutors believed that they were uncovering a large number of conspiracies involving many people. There was widespread use of torture, notably in the smaller German states and areas ruled over by the Prince-Bishops. In larger states, however, where the Carolina, which defined witchcraft as a secular crime, was respected, there were far fewer trials and executions. Equally, Roman and Spanish legal procedures meant that it was very difficult to prove cases of witchcraft.</p> <p>Other factors explaining the varying intensity of witch persecutions include economic problems within Europe, notably during the Thirty Years War, and religious tensions and divisions, especially in borderlands. Answers may note the role of individuals in promoting or restraining the witchcraze, perhaps referring to James I, Matthew Hopkins, or Queen Christina.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points on the question, including the plantation policy, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of the plantation policy. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on the Stuart policy of the plantation, and the extent to which it strengthened English control over Ireland.</p> <p>Answers may place the plantation policy into context by referring to the end of Tyrone's rebellion and some positive attempts at conciliation; but the Flight of the Earls in 1607 persuaded James I towards a comprehensive settlement policy aimed at preventing further rebellions. Land was redistributed to settlers on condition that they imported tenants from England and Scotland. By 1640 100,000 settlers had moved into Ireland. Many of these had served in English and Scottish regiments, and most were skilled craftsmen. As a result there were substantial developments in the Irish economy, which grew rapidly under the Stuarts. However, there was growing discontent among the native Irish population who were opposed to plantation, the promotion of Protestantism, and Wentworth's rule in the 1630s. These grievances led to the Confederate War in 1641, and the ending of effective English control in Ireland for a decade.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points on the question, including the plantation policy, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some aspects of the plantation policy. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on English rule in Ireland in the years 1649-88, and the extent to which the nature of English rule changed during this period</p> <p>Answers may suggest that the main features of English rule changed over time. The Cromwellian period saw English interests imposed with great brutality and severity. Cromwell's invasion of 1649 ended the Confederate threat to English rule, and the destruction of Drogheda and Wexford became synonymous with English oppression. All Catholic landowners were dispossessed and the interests of Irish Protestants were upheld.</p> <p>The Restoration Settlement disappointed many Irish Catholics, who expected Charles II's government to make some concessions over both religion and the land question. However, the land settlement remained largely in place: the Act of Settlement of 1662 and the Act of Explanation of 1665 resulted in Catholic's being restored to only 20% of the land which they had held in 1641. The power and influence of the Episcopal Irish church was reinstated at the Restoration.</p> <p>Tyrconnell's rule in Ireland under James II saw Catholics placed in positions of control in the state and the militia (though William III would later sweep away these concessions). Consequently the entire Catholic population sided with James II in the Glorious Revolution.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of relevant points on the question, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the Cromwellian invasion. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
11	<p>The question is focused on the outbreak of the Thirty Years War, and the extent to which the conflict was caused by religious divisions between Protestants and Catholics.</p> <p>In considering the stated factor, answers may note that the Peace of Augsburg in 1555 had begun to unravel with the growth of Calvinism and the success of the Counter Reformation. Religious tensions following the Donauworth incident in 1606 led to the formation of the Evangelical Union and the Catholic League; and tensions between the two became acute over the Cleves-Julich crisis.</p> <p>Religious difficulties were also linked to the outbreak of the Bohemian revolt. The Archduke Ferdinand's Catholic policy in Bohemia led to the defenestration of Prague, the formation of a national militia, and appeals for foreign help. Resistance was strengthened with Ferdinand's election as emperor in 1618. The offer of the Bohemian crown to the Calvinist Elector Palatine forced Ferdinand to send Tilly at the head of a large force to crush the revolt.</p> <p>Other relevant factors include concerns at the growth of Habsburg power. This was consolidated during the Counter-Reformation, and successive emperors were determined to weaken Protestant power in Germany. Many German Princes were interested in gaining complete independence from Imperial control. Also significant were the ambitions of Sweden and Denmark for expansion around the Baltic, and in Spain's determination to protect the Spanish road.</p> <p>Level 5 answers will have a secure focus on the question, will address religious divisions and other reasons for the outbreak of war, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the Bohemian crisis. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the Thirty Years War in the years 1630-48, and the extent to which Sweden's intervention was the decisive factor in prolonging the conflict.</p> <p>In considering the stated factor answers may note that, with the defeat of the Danes in 1628, Ferdinand II was strong enough to impose a general European peace. However, the expansion of Habsburg power towards the southern shores of the Baltic was of concern to Gustavus Adolphus, and he had a genuine interest in protecting German Protestants. His intervention turned a localised war into a European conflict. The victory at Breitenfeld resulted in the King dominating German affairs for a brief period. Sweden's intervention continued after the King's death in 1632, thanks largely to the efforts of Oxenstierna, and only came to an end with the Peace of Prague in 1635.</p> <p>Answers may suggest that the intervention of France also lengthened the conflict, and broadened the scope of the war with the Franco-Spanish war of 1635-43. French forces achieved several victories in the field, but she was compelled to reduce her involvement in the war following the deaths of Richelieu in 1642 and Louis XIII in the following year. Candidates may point out that, although Habsburg power had been impressive in the early years of the war, opposing forces had become more evenly matched over time.</p> <p>Level 5 answers will have a secure focus on the question, will address Swedish intervention and other factors which prolonged the war, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering the role of Gustavus Adolphus. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the Restoration Settlement of 1660-67, and the extent to which it was failed to establish an effective system of government.</p> <p>Answers may note the main provisions of the Restoration Settlement in government, religion, and foreign policy. The King was granted substantial powers, including the right to declare war, but the relations between the King and Parliament, and the extent of their separate powers, was not effectively addressed. Although the Declaration of Breda aimed at a broadly based religious settlement, Charles's aims were thwarted by the Act of Uniformity of 1662 and the Clarendon Code against dissenters. The settlement noted that foreign policy was a royal concern.</p> <p>Much of the instability of the years to 1678 might be traced back to the Restoration Settlement. While the financial settlement appeared generous, Charles was always short of money, and his frequent demands for subsidies made his relations with Parliament difficult. Religious issues were highlighted in the clash over the Declaration of Indulgence of 1672, which also raised issues over the Kings dispensing power.</p> <p>Other factors which suggest an ineffective system of government include Clarendon's failure in the 1660s to manage Parliament effectively in the King's interests. There were also foreign policy issues, notably Charles's links with Louis XIV of France, which caused disquiet and opposition in Parliament. The second and third Anglo-Dutch wars soured relations: the third war led to stormy parliamentary sessions in 1673 and 1674, and encouraged the growth of the Whig party.</p> <p>Level 5 answers will have a secure focus on the question, will address a number of factors connected to political instability, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering some features of the Restoration Settlement. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

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14	<p>The question is focused on opposition to the Stuart Kings in the years 1678-88, and the extent to which this was caused by religious issues.</p> <p>In considering the stated factor, answers may note that during the early stages of the exclusion crisis Shaftesbury played on popular anti-Catholic feeling, which continued to be influential until 1681. Religious issues became much more significant, however, from 1685. James II replaced officeholders at court with Catholics, intervened in the lawsuit <i>Godden v Hales</i>, promoted Catholicism through his Declarations of Indulgence, and demanded the trial of the seven bishops who protested. He received the first Papal Nuncio to England since the time of Mary Tudor.</p> <p>Other factors which promoted opposition to the Stuart Kings centred around political developments. The exclusion crisis led to fears that Charles intended to impose a more absolutist system of government. The threat of arbitrary rule was also raised under James II. He failed to call Parliament after 1685, intervened in the rights of boroughs by remodelling their charters, and sought the creation of a standing army. The King displayed an exalted view of the divine right of kings. Answers may also note the significance of the Stuarts' foreign policy.</p> <p>Level 5 answers will have a secure focus on the question, will address religious and other issues which led to opposition to the Stuarts, and will support the analysis with a range of accurate factual material in some depth before reaching an overall judgement.</p> <p>Level 4 answers will address the question well and will consider some relevant points, but the selection of material and/or consideration of the focus may lack balance or be less secure.</p> <p>Level 3 answers will attempt analysis with some understanding of the focus of the question, perhaps by considering aspects of the exclusion crisis. However, the supporting material is likely to be descriptive or lacking in depth and relevance in places, and there may be some inaccuracies.</p> <p>Level 2 answers will offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 responses will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30