

Mark Scheme (Results)

January 2012

GCE 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **GCE History Marking Guidance**

### **Marking of Questions: Levels of Response**

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### **Deciding on the Mark Point Within a Level**

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### **Assessing Quality of Written Communication**

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> 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 the simple statements. Material is unlikely to be developed very far.</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 will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> 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. 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>

<b>5</b>	<b>25-30</b>	<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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> 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
<b>Q (a) or (b)</b>	30	30
<b>Q (a) or (b)</b>	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

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

Question Number	Indicative content	Mark
<b>1</b>	<p>The question is focused on the early years of Luther's challenge in 1517-21, and requires an explanation of why the Catholic Church was unable to suppress Luther. After the publication of Luther's 95 Theses in 1517 the Papacy expected Luther's own order to deal with him, and to tackle the issue promptly. When this did not happen the Church arranged a meeting between Luther and Cajetan in 1518, though this solved nothing. The debates with Eck in 1519 may have been seen as a victory for the latter, though their effect was to lead Luther to clarify his position and strengthen his opposition to Church and Papacy. Luther's excommunication in 1520 achieved nothing, and the Church was thus forced to turn to Charles V for assistance. The imperial ban issued at the Diet of Worms proved as ineffective as the excommunication had been; and by 1521 it was clear that neither Empire nor Papacy had dealt with Lutheranism successfully. Candidates may point out that strong and growing opposition to the Church within Germany was of long standing, and worked in Luther's favour during these years. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the Church's failure, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of Luther's resistance, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>2</b>	<p>The question is focused on Luther's influence over the German Reformation in the years to 1546, and the extent to which the Peasants' War of 1525 marked the turning point in his influence. Answers which deal only with the years 1525-46 may not score higher than Level 3. Candidates may refer to the years 1517-25 and the development of Luther's challenge, noting his successful resistance of the Papacy in 1517-20 and his attitude towards the excommunication of 1520; and his work while under Frederick the Wise's protection in defiance of the imperial ban of 1521. Luther took a strongly conservative attitude towards the Peasants' War. This may have strengthened his support among the princes, but thereafter his role in the shaping of the German Reformation was reduced. He was responsible for the German mass of 1526 and the Bible translation of 1534, but was unable to reconcile differences among the reformers over the Eucharist in the late 1520s. His involvement in the Philip of Hesse affair in the late 1530s damaged his reputation within Germany; and he was unable to counter effectively the growth of Calvinism in areas of Germany close to the Netherlands. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on Luther's changing influence within Germany, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of Luther's role, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>3</b>	<p>The question is focused on the extent to which the Catholic Church renewed its spiritual dimension in the years to 1563, when the Council of Trent came to an end. Answers may refer to the growth of new religious orders during the early 16<sup>th</sup> century aimed at improving the spiritual life of clergy and laity. Carafa, later Paul IV, helped found the Theatines, while other orders such as the Ursulines sought the education of girls and the care of the sick. The Jesuits were to become the papal troops carrying the Counter-Reformation to Protestantism after 1540. Spiritual renewal was also apparent during Paul III's pontificate, including the reform of the papal court and his decision to call the Council of Trent. Trent took the work of renewal much further. The doctrinal and disciplinary decrees aimed at furthering this spiritual rebirth by confirming existing beliefs and improving both the education and the spiritual qualities of bishops and clergy alike. These developments addressed many of the criticisms levelled against the Church by Protestants and by Catholic humanists and contributed to the revival of Catholic fortunes in the rest of the century. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on spiritual renewal, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of the extent of renewal, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors and developments, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>4</b>	<p>The question is focused on the Counter-Reformation launched by the Catholic Church during and after the Council of Trent, and the importance of the Jesuits in accounting for Catholic success in the years to 1600. Answers may refer to the Jesuits' insistence on the highest standards of education among their members, with excellent standards of secondary and university education aimed at lifting the quality of the clergy. The Jesuits also established useful links with many of Europe's Catholic rulers and leading families, and had significant influence at the court of the Emperor Ferdinand I. Peter Canisius was instrumental in strengthening Catholicism in Germany. Examiners should note that Francis Xavier's missionary work in India and Japan is not relevant to this question. Other factors which might account for the success of the Counter-Reformation include the policies of various rulers, notably Philip II in Spain and the Netherlands; Sigismund III in Poland; and the Wittelsbachs of Bavaria. By the end of the 16<sup>th</sup> century the Tridentine decrees had been put into effect, the prestige of the Papacy was reviving, and there were growing divisions apparent among Protestants. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the role of the Jesuits in the Counter-Reformation, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of the Jesuits and other relevant factors, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>5</b>	<p>The question is focused on the division of the Netherlands by 1585, and the extent to which poor Spanish leadership from 1567 was responsible for this division. In 1572 William of Orange had established a working government in Holland and Zeeland in defiance of Alba's rule. Alba's government had begun to fail by the early 1570s. His attempt to raise money through the Tenth Penny was not successful, and his terrible treatment of towns once they fell to him only strengthened the resistance of the Dutch rebels. His replacement, Luis de Requesens, gained a significant victory at Mook in 1574, but mutinies within Spanish forces compelled him to negotiate with the rebels in 1575. Don John of Austria was unable to reach any agreement with Orange, and treacherously recalled the army and renewed war in 1577. Parma proved more effective in the early 1570s with his policy of slow reconquest in the south. All these men worked under instructions from Philip II, who was not prepared to make concessions to the Dutch. Other factors leading to the division of 1585 include the leadership of William of Orange; the decline of the Spanish economy and the inability to pay the troops in the Netherlands; the growth of Dutch resources, especially in the north; and increased religious differences between north and south. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the leadership of the Spanish forces, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of Spanish leadership and of other relevant factors, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>6</b>	<p>The question is focused on Spain's failure to regain control of the northern provinces in the years 1585-1609, and the significance of Spanish economic and military weaknesses in contributing to the ultimate victory of the north. Spain's economic weaknesses in the Netherlands had been apparent since the time of Margaret of Parma in the 1560s. Growing economic difficulties in both Spain and the Netherlands led to the bankruptcy of the Spanish monarchy in 1596, which forced Spain to come to terms with her opponents in Europe. The inability to pay troops in the Netherlands led to mutinies within the armed forces, reducing their effectiveness as a fighting force. Reinforcements for the Netherlands were scarce since Spain was involved in other European theatres at the same time. Other factors contributing to the north's victory include the leadership of Maurice of Nassau, an effective successor to William of Orange; Oldenbarnevelt's political leadership; the growing wealth and resources of the northern provinces; and Spain's inability to focus her efforts on the Netherlands. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the role of economic and military factors, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of Spain's economic and military difficulties, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>7</b>	<p>The question is focused on the spread of literature on witchcraft, and the extent to which this was responsible for the outbreak of the European witchcraze. Examiners should note that a study of this nature, with a broad spatial as well as temporal focus, relies on the study of particular cases in the context of wider trends. The <i>Malleus Maleficarum</i> of 1496 was one of the earliest texts on witchcraft, and was used by inquisitors and judges in many states. The <i>Demonolatreiae</i> of 1595 and James VI's <i>Daemonologie</i> along with other texts stimulated the interest of the literate and helped create an intellectual approach to witchcraft. The printing of texts reduced the time taken for ideas to spread, while transcripts of noted trials and accounts of <i>maleficia</i> added to the general view of witchcraft. Other relevant factors which caused the outbreak of the witchcraze include variations in the degree of state power (strong central control tended to lead to fewer trials); economic dislocation, especially that caused by the Thirty Years War; and the disruption to everyday life caused by developments such as the Reformation and Counter-Reformation, wars and civil conflicts. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the connection between literature and the witchcraze, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of reasons for the outbreak of the witchcraze, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>8</b>	<p>The question is focused on the witchcraze in the given period, and the extent to which different legal systems in Europe explain its varying intensity. 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. The changing legal systems in Europe made it often easier to convict for witchcraft. The inquisitorial system, the use of methods of torture such as the strappado, and the imposition of the Carolina in 1532, all led to an increase in convictions for witchcraft. Torture proved valuable to the authorities because it uncovered a large number of supposed conspiracies involving many people. Conversely, the Roman and Spanish Inquisitions were very painstaking in their legal procedures, and many inquisitors realised how difficult it was to prove cases of witchcraft. The English law passed in 1604 placed witch trials in the hands of the secular courts, which resulted in a fall in the number of trials and convictions. Other relevant factors which influenced the varying intensity of the witchcraze include the fact that the witchcraze was often at its most intense in small states and in disputed borderlands; the role of prominent individuals such as James VI/I; and the significance of a strong ecclesiastical authority. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the connection between the operation of different legal systems and the witchcraze, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of reasons for the outbreak of the witchcraze, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

**B5 Conflict and Conquest in Ireland, 1598-1692**

Question Number	Indicative content	Mark
9	<p>The question is focused on the causes of the Confederate War of 1641-53, and the importance of the Stuart kings' plantation policy in causing that conflict. After the flight of the earls in 1607 and the failed rebellion of 1608 James I developed a policy of comprehensive settlement of English and Scottish landowners in Ireland. Catholic lands were confiscated and offered to migrants, who were required to bring over English settlers as their tenants. While there was a significant redistribution of land, the landowners had to use Irish farmers as their tenants, since few people from England or Scotland were prepared to settle in Ireland. Nonetheless, by 1641 some 100,000 migrants, mostly skilled craftsmen, had moved into Ireland. Irish resentment against these settlers erupted in violence in 1641. Other factors which caused the outbreak of conflict include religious differences. At the start of the rebellion Irish Catholics massacred thousands of English and Scottish Protestants, which suggests that religious differences were a major reason for the conflict. The Irish resented Protestant dominance of Ireland's government and parliament and the virtual exclusion of any Catholic interest. The severity of Wentworth's government in the 1630s also contributed to the growth of unrest. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the role of plantations in the outbreak of the conflict, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of reasons for the Confederate War, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>10</b>	<p>The question is focused on the extent to which English rulers established their authority over Ireland in the years 1660-92. Royal authority was re-established by Ormond, who was responsible for implementing most of the Restoration settlement in Ireland. Most Irish people welcomed the Restoration, but many, notably Catholic landowners, were to be disappointed by the settlement. Despite Ormond's sympathy towards them, Catholics were restored to only 20% of the land they had held in 1641 and were aggrieved by the Acts of Settlement and Explanation of 1662 and 1665. However, Catholics gained some relief from religious persecution, and there were significant improvements in the provision of Catholic education. Protestants welcomed the re-establishment of the Episcopal Irish church, while laws against dissenters were not strictly enforced. Tyrconnel put royal authority at risk with his openly Catholic policy, which included the promotion of Catholics to high offices. William III stamped his authority on Ireland by force, defeating James II's forces, introducing a rigid penal code, and allowing the further confiscation of Catholic land. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the establishing of royal authority, possibly focused on Charles II, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of the extent of royal authority in the given period, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>11</b>	<p>The question is focused on the extent to which the Thirty Years War can be seen as a religious conflict. Religious tensions linked to the growth of Calvinism within the Empire and the success of the militant Counter-Reformation against Protestantism contributed to the outbreak of the war. These tensions led to the formation of the Evangelical Union and its counterpart the Catholic League, both of which featured prominently in the conflicts of the 1620s. The Edict of Restitution of 1629 tried to restore the religious and territorial settlement agreed at Augsburg in 1555; this worried Protestant princes and was a contributory factor which led to Sweden's intervention in 1630. At Westphalia, however, the Peace of Augsburg was broadened to include Calvinism, bringing to an end religious motives for war. Other factors which consider the nature of the war include the growth of Habsburg power, before 1618 and in the 1620s. It was this rather than religious concerns which prompted French intervention in the 1630s; while Swedish involvement was as much due to fears over Habsburg control of the southern Baltic as for German Protestants. The Franco-Spanish conflict of the 1630s and beyond, and Dutch forays against Imperial shipping perhaps reflected national self interest. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the religious aspects of the conflict, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of the nature of the conflict, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>12</b>	<p>The question requires an explanation of why the Thirty Years War lasted for so long. The 1620s was a period of considerable success for Habsburg forces, thanks in part to the leadership of Tilly and Wallenstein, and it was this success which threatened the interests of the other powers. With the defeat of Denmark in 1628 Ferdinand II was strong enough to impose a peace on his terms, but failed to achieve his aim. The Edict of Restitution, coupled with the growth of Habsburg power, worried the Protestant princes, but was also a major concern for both France and Sweden, and this contributed to their joint involvement in the early 1630s. Oxenstierna ensured Sweden's involvement continued after the death of Gustavus Adolphus until the Peace of Prague in 1635. French intervention broadened the scope of the conflict with the Franco-Spanish war of 1635-43. Answers may also note that the religious dimension of the war was very important to most participants. Although this became perhaps less significant as the conflict dragged on, it remained a major concern for Catholic and Protestant princes within the Empire. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument on the reasons for the length of the war, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of reasons for the conflict lasting so long, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>13</b>	<p>The question is focused on Charles II's often difficult relationship with his parliaments, and the extent to which foreign policy influenced that relationship. Parliament showed considerable enthusiasm for both the second and third Anglo-Dutch wars, and granted generous subsidies for both campaigns. The failure to secure a quick victory in the second war strengthened opposition to the Crown and soured relations between the two. Charles' serious financial difficulties at this time gave parliament the upper hand in their relationship. William of Orange's propaganda helped turn parliament against the third war, leading to stormy parliamentary sessions in 1673 and 1674, and to the growth of the Country Party, or Whigs. Parliament was also suspicious of Charles' relationship with Louis XIV, which seemed to presage the use of arbitrary power, and of the king's broad toleration of Catholicism. Other factors influencing Charles' relationship with parliament include the failure of the Restoration Settlement to delineate clearly the separation of powers; Charles' constant demands for subsidies; opposition to the king's ministers, notably Clarendon and the Cabal; and the demands to exclude York from the throne, which embittered the last years of the king's reign. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument, perhaps focused on the Dutch wars, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of reasons for difficult relations between king and parliament, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
<b>14</b>	<p>The question is focused on opposition to the Stuart kings in the years 1678-88, and the extent to which this opposition was fuelled by fear of absolute monarchy. By 1678 the Whigs were in a strong position, both within parliament and in the country as a whole, and there was broad support for their belief in limited monarchy. Charles' frequent dissolutions in the years 1678-81, and his subsequent dispensing with parliament for the rest of his reign, were seen as real threats to the parliamentary system established at the Restoration. James II aroused even more suspicions and fear of absolutism. Religious toleration for Catholics, the intervention in Godden v Hales, two declarations of indulgence and the remodelling of borough charters all pointed towards the development of arbitrary power on the lines of Louis XIV's absolutism in France. The only way to prevent the creation of absolutism in England seemed to be to invite William of Orange to intervene in 1688. Opposition to the Stuarts was also linked strongly to religious concerns, and underpinned the exclusion debates of 1678-81; the short reign of James II seemed to justify these fears. At higher levels of attainment may be those answers which conclude that religion and absolute monarchy were inevitably intertwined at this time. A simple descriptive outline of some of these points will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers at Level 3 will begin to frame an argument, possibly focused on exclusion, though there may be passages of free-standing narrative. Level 4 answers will provide a range of relevant material which supports an analysis of reasons for growing opposition to the Stuarts, though the answer may lack balance. Answers at Level 5 will include some attempt to evaluate the significance of various factors, and will draw reasoned conclusions on the question.</p>	30

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