

Mark Scheme (Results)

Summer 2014

GCE History (6HI01/B)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

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

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

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

GCE History Marking Guidance

Marking of Questions: Levels of Response

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

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

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

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

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

Deciding on the Mark Point Within a Level

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

Assessing Quality of Written Communication

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

Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

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

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

5	25-30	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected 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 Catholic Church in Germany in the early 16th century, and requires an explanation of why there was so much resentment towards the Church.</p> <p>Answers may note the absence of any widespread discontent over church doctrines in 1500, but that there was growing resentment over the structure of the Catholic Church in Germany. The higher clergy were often nobles with little education or theological training, while parish priests were mostly illiterate and openly married. Pluralism and corruption were rife: only one parish in 14 had a priest in residence. There was much resentment of the papacy, largely because of the constant demands for money, and because of the scandalous state of the Papal court in Rome. There may be some reference to the growth of national feeling in Germany, and the view that the Pope was a foreign Italian prince. The German princes were increasingly opposed to Papal interference within their territories. Tetzels tour of Germany selling indulgences to raise money for the building of St Peters in Rome was especially resented. Demands for reform were stimulated by the work of the humanists, though they were prepared to work within rather than outside the Catholic Church.</p> <p>Level 5 answers will have a secure focus on the question, will consider reasons for widespread resentment of the Church, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider several weaknesses within the Church, 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, probably by addressing the state of the German church. 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 answers 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 of Lutheranism in the years 1521 to 1555, and the extent to which this was caused by the wider problems faced by both Charles V and the papacy. While most answers are likely to focus on Charles V, there must also be some reference to problems faced by the Papacy for answers to access Level 5.</p> <p>In considering the stated factor, candidates may refer to the Emperor's distractions elsewhere, which compelled him to delegate responsibility to his brother Ferdinand. Charles scored a significant success against the Schmalkaldic League at Mühlberg in 1547, but did not press home his advantage, and was forced in the end to accept the Religious Peace of Augsburg in 1555. After Luther's excommunication in 1520, the Catholic Church was unable to take further steps against Luther without Imperial support. Successive popes were distracted by conflicts with the Emperor, the Italian wars and the sack of Rome in 1527, as well as the spread of the Reformation outside Germany. Other factors which explain the survival of Lutheranism include its military defence by the Schmalkaldic league from 1531. Charles V exercised little real power within Germany, where he depended on cooperation with the Princes and the Imperial Diet. This was no longer assured as several of them defected to Lutheranism in the 1520s. Answers may also note that the survival of Lutheranism might be accounted for by its popularity among most classes of German society.</p> <p>Level 5 answers will have a secure focus on the question, will consider problems for empire and papacy and other factors across most of the time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider empire and papacy and some other factors, 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, probably by addressing Charles V's concerns. 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 answers 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 is focused on the attempts made by individuals and groups to encourage the spiritual renewal of the Catholic Church in the years to 1545, and the extent to which these attempts were successful.</p> <p>In considering the actions of various groups, answers may refer to religious orders and the humanists. In the early 16th century many new religious orders were created which aimed at improving the spiritual life of both clergy and laity. Carafa, later Paul IV, helped in the foundation of the Theatines. Other orders, such as the Ursulines and the Oratory of Divine Love, furthered the education of girls and the care of the sick. Candidates may assess the extent to which these new orders encouraged spiritual renewal. The most significant of the new orders were the Jesuits, who flourished as preachers, confessors and teachers. The humanists, such as Erasmus, Pole and Contarini worked within the church to improve its disciplinary and spiritual life. Spiritual renewal was furthered by some notable individuals such as Ignatius Loyola, who developed the Jesuits as a tightly disciplined force ready to carry the Counter-Reformation to Protestantism. Pope Paul III worked to correct abuses and reinvigorate the spiritual life of the church. He authorised the Jesuits, swept away much of the corruption within the Renaissance papacy, summoned the Council of Trent, and laid the foundations of the Counter-Reformation.</p> <p>Level 5 answers will have a secure focus on the question, will consider a number of individuals and groups across most of the time period, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider some individuals and groups, 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, probably by dealing with the Jesuits and other orders. 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 answers 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 success of the Counter-Reformation, and the extent to which this was caused by the decisions of the Council of Trent (1545-63).</p> <p>In considering the stated factor, answers may note that the doctrinal and disciplinary decrees agreed at Trent promoted a spiritual rebirth by confirming existing beliefs and improving both the education and personal qualities of bishops and clergy alike. These decrees established clear dividing lines between Catholic and Protestant theology. Other factors explaining the success of the Counter-Reformation include the role of the Jesuits. The order and its leadership insisted on the highest standards of education among their members, and promoted excellent standards of education aimed at lifting the quality of the clergy. The Jesuits also established links with many Catholic rulers and leading families, including the Emperor Ferdinand I. Candidates may note the extent to which the Counter-Reformation was supported by various European rulers. Although the Emperor Ferdinand was not enthusiastic about the reforms, other rulers worked vigorously to promote them. Philip II imposed the decrees in the Netherlands, while Sigismund III was assisted by the Jesuits in promoting the Counter-Reformation in Poland. In Bavaria the Wittelsbachs were prepared to use armed force to protect Catholic states in southern Germany.</p> <p>Level 5 answers will have a secure focus on the question, will consider the decisions made at Trent along with other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider Trent and other factors, 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, probably by addressing some Counter-Reformation rulers. 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 will be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers 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 outbreak of the Dutch revolts, and the extent to which these were caused by differences over religion.</p> <p>Philip II's attempts to suppress heresy in the Netherlands led to conflict with local governing bodies, which promoted Dutch traditions of tolerance and coexistence. There was significant opposition to Philip's reform of church organisation in 1561, the enforcing of the Tridentine decrees in 1565, and the establishment of the Inquisition. The spread of Calvinism in the early 1560s led to the Compromise of 1566, which threatened rebellion if religious toleration was not granted. Margaret of Parma's acceptance of the Compromise led to the Iconoclast Fury of 1566 in southern Flanders, and the growth of Calvinism was a significant factor in promoting revolt. Other factors include the policies pursued by Philip II. The king ruled largely through Spanish appointees and promoted the centralisation of power, which was not in accordance with Dutch traditions. Philip's actions encouraged the hostility of the nobility whose land and status meant they could not be controlled by the king. The nobles were later offended by Alba, whose harsh rule, illustrated by the Council of Troubles which investigated heresy and by the unlawful imposition of the Tenth Penny, only increased opposition to Spanish rule. Some answers may go beyond 1572 to include the later escalation that followed the death of Requesens and the arrival of Don John, and the development of the struggle in the 1580s, where religion was again a crucial influence.</p> <p>Level 5 answers will have a secure focus on the question, will consider religious differences and other relevant factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider matters of religion and other factors, 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, probably by addressing 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 answers 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 Dutch successes in the years 1585-1609, and the extent to which these were caused by the leadership of Maurice of Nassau.</p> <p>Maurice succeeded his father as Stadtholder and Captain General of the army in 1584. He reorganised Dutch forces, introducing proper military training and increasing the number of officers. These actions helped him turn the rebellion against Spain into a coherent revolt. He seized key fortress towns such as Breda, and strengthened the borders of the Dutch Republic with a line of forts. He also achieved key victories at Turnhout in 1597 and Nieuwpoort in 1600. Thereafter he was instrumental in securing de facto independence in 1609. Other factors which explain Dutch success include Spain's growing economic problems. Insufficient funds to pay the Spanish armies in the late 1580s led to a spate of mutinies which Maurice was able to capitalise on. Spain's bankruptcy in 1596 was a factor forcing Philip III to recognise the independence of the United Provinces in 1609. Spanish rulers were also distracted by other events in Europe. Philip took a growing interest in France after 1589 with the accession of the Huguenot Henry IV. Spanish assistance to the Catholic League in France in the 1590s meant that he had to shelve some of his planned campaigns in the Netherlands. Answers may also note the leadership of Oldenbarnevelt, who reorganised the States General into a highly effective body.</p> <p>Level 5 answers will have a secure focus on the question, will consider Maurice of Nassau along with other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider Maurice's leadership with some other factors, 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, probably by addressing some aspects of Maurice's 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 answers 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 outbreak of the European witchcraze, and the extent to which this was caused by the development of a popular stereotype of the witch.</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>Popular ideas on witchcraft were developed by a number of printed texts. The <i>Malleus Maleficarum</i> of 1486, Remy's <i>Demonolatreiae</i> of 1595 and James VI's <i>Daemonologie</i> developed the stereotype in different regions. For example, the Essex witches did not fly nor did they worship the devil, but they were charged with causing diseases and fits, and with harming both livestock and children. In some parts of Europe the renunciation of the Catholic faith was paramount in the standard accusations of witchcraft. In many regions standard list of questions were used, which assumed that most witches fitted the existing stereotype. Peasants and townsfolk gained a growing understanding of witchcraft through sermons and the public reading of charges against witches. Other factors which cause the outbreak of the witchcraze in different regions include variations in the degree of state power (strong central control tended to lead to a few fewer trials); economic dislocation, especially during the Thirty Years War; and the disruption to the patterns of everyday life caused by developments such as the Reformation and Counter-Reformation, wars and civil conflicts.</p> <p>Level 5 answers will have a secure focus on the question, will consider the popular stereotype along with other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider the stereotype along with some other factors, 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, probably by addressing the popular view of witches. 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 answers 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 pattern of witch trials in the years c1580-c1650, and the extent to which these variations may be explained by changing economic circumstances.</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 refer to the economic changes disrupting everyday life. Civil conflicts and the Thirty Years War were accompanied by economic changes: unprecedented inflation, a declining standard of living, and the early developments of capitalism. Areas less affected by economic change, such as Spain and Italy, experienced far fewer witch trials. Economic disruption was a factor in increasing the number of unmarried or widowed women, up to 15% of the population in some areas. Older and post-reproductive women possessed little economic value to their communities. Other factors which explain the varying pattern of witch trials include differing legal systems in Europe. In rural areas where government control was weak conviction and execution rates were very high. The highest concentration of trials was in border regions such as Switzerland, the Franco-Spanish border, Northern Italy, and the Scottish border. The growing weakness of Imperial power within the smaller German states was a contributory factor in intense persecution.</p> <p>Level 5 answers will have a secure focus on the question, will consider economic conditions along with other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider economic conditions and some other factors, 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, probably by addressing some economic points. 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 be those who offer some relevant simple statements about the question asked supported by limited, though broadly accurate, material in places.</p> <p>Level 1 answers 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 Tyrone's rebellion and the Confederate War, and the extent to which these posed a serious threat to English power in Ireland.</p> <p>Answers which deal with only one of the two risings against British rule may not access Level 5.</p> <p>Tyrone's rebellion was a formidable threat to English power. The victory at Yellow Ford in 1598 was the heaviest English defeat so far and sparked uprisings throughout Ireland. The intervention of Essex in 1599 was disastrous for England, but his replacement, Mountjoy, was a much more able general who carried out a war of attrition against Tyrone in Ulster. The threat to English rule became more serious when a Spanish expedition landed at Kinsale in 1601. Tyrone's forces were routed in the battle of Kinsale, and he surrendered in 1603. The Confederate War was sparked in 1641 by Irish resentment against English settlers, and by Wentworth's severe rule. The revolt became more organised with the Confederation of Kilkenny in 1642, which soon became recognised by various European governments. However, the Confederates were unable to resist Cromwell's campaigns from 1649, and the rebels were finally defeated in 1652.</p> <p>Level 5 answers will have a secure focus on the question, will consider the nature and significance of both risings, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider both risings, 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, probably by addressing some aspects of Tyrone's rebellion. 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 answers 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 Ormond's government in Ireland in the years 1640-69, and the extent to which his rule was successful.</p> <p>Ormond was appointed commander of the Irish Army in 1640. He defeated the Confederates in 1642 and 1643, though his victories failed to weaken Confederate control of the island. The Cessation of Arms of 1643 and the first Ormond Peace of 1646 were intended to allow the supply of Irish troops to fight for Charles I in England. The Second Ormond Peace of 1649 was intended to strengthen resistance to the English parliamentarians. Ormond was unable to prevent Cromwell's advance through Ireland and he was forced to flee abroad in 1650. He was appointed Lord Lieutenant at the Restoration and was responsible for implementing the Restoration settlement in Ireland. 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 1642 and 1665. Ormond was working on developing the Irish economy when he was removed from office in 1669.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which Ormond's rule was successful, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider some features of Ormond's rule, 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, probably by addressing either of Ormond's periods of 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 answers 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 Habsburg successes in the years 1618-30, and the extent to which these were caused by the leadership of the different armed forces.</p> <p>In considering the stated factor answers may compare Wallenstein and Tilly's leadership of Habsburg forces with the roles of Mansfeld and Christian IV in leading the Protestants. By 1625 Wallenstein had emerged as a considerable military figure. He recruited a large army for the Emperor, who appointed him to lead the Imperial forces. He had some successes against Mansfeld in 1626 at Dessau and in 1627 in Silesia. His failure at the siege of Stralsund in 1628 was followed by the defeat of Christian IV. Wallenstein's opposition to the Edict of Restitution contributed to his dismissal in 1630. Tilly led his troops to an easy victory against Bohemia at the White Mountain in 1620, and Bohemia fell under Catholic control. Mansfeld was unable to resist Tilly very effectively and thereafter had only limited troops at his disposal. Tilly was also responsible for the defeat of Christian IV at Lutter in 1626. Other factors responsible for Habsburg successes include the sheer size of their armies: Tilly led 30,000 troops against Bohemia in 1620 and for the next 10 years Habsburg forces usually outnumbered those fielded by the Protestant states. The Emperor Ferdinand's alliance with Maximilian of Bavaria also worked to Habsburg advantage.</p> <p>Level 5 answers will have a secure focus on the question, will consider the military leadership and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider military leadership and some other factors, 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, probably by addressing the roles of Wallenstein and Tilly. 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 answers 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 Treaty of Westphalia of 1648, and the extent to which it satisfied the ambitions of the powers involved in the Thirty Years War.</p> <p>In the early years of the war the Habsburgs made substantial gains in both power and prestige, though by 1648 their power was in obvious decline. The powers taken by the Emperor were restored to the German Princes, making them sovereign within their states and reducing the Empire to an honorary federation. The impact of these decisions was to sideline the Habsburgs within Germany: thereafter they focused on their Austro-Hungarian territories. The promotion of militant Catholicism by the Habsburgs was reversed at Westphalia. The heat had been taken out of the religious problem with the deaths of Gustavus Adolphus and Ferdinand II. Westphalia expanded on the Religious Peace of Augsburg of 1555 to include Calvinists; in the process religion ceased to be a motivating force for international conflict. Sweden had made significant territorial gains in the early 1630s, though these had been wiped out at Prague in 1635. Sweden's quest for greater security led to her receiving Western Pomerania and some Baltic islands. The independence of the United Provinces of the Netherlands was finally recognised. France had entered the war with the intention of checking Habsburg power. At Westphalia she received significant territorial gains in the shape of Alsace and Lorraine, and her prestige in Europe was greatly enhanced. Prussia's ambitions were satisfied by her acquisition of Eastern Pomerania and other territories, making her the largest state in the Empire apart from the Austro-Hungarian territories.</p> <p>Level 5 answers will have a secure focus on the question, will consider the extent to which the various states were satisfied with Westphalia, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider some features of the settlement, 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, probably by addressing the decline of Habsburg power. 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 answers 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 Charles II's difficult relationship with his parliaments during his reign, and the extent to which religious disputes caused these difficulties.</p> <p>Religious problems were raised at the start of the reign. The Declaration of Breda showed that Charles intended to re-establish the Church of England on the broad basis, but the Cavalier Parliament was dominated by Anglican loyalists who rejected this idea. The Act of Uniformity of 1662 and the Clarendon Code both forced Presbyterians out of the church, in contrast to the King's more tolerant attitude. King and Parliament clashed over the Declaration of Indulgence of 1672, which had to be withdrawn before supplies were granted the following year. The Exclusion Crisis of 1678 – 85 emphasised the fears of Whigs and others over the future accession of the Catholic Duke of York. Other factors which soured relations between King and Parliament include the second and third Anglo Dutch wars. The third war led to stormy parliamentary sessions in 1673 and 1674, and to the growth of the Whig party. MPs were also very suspicious of Charles's growing relationship with Louis XIV's France. The restoration settlement had not clearly defined the extent of the separate powers of King and Parliament, and the king's frequent demands for subsidies made his relations with Parliament difficult on many occasions. There were also serious concerns that Charles, and the Duke of York, hoped for the creation of absolute monarchy in England.</p> <p>Level 5 answers will have a secure focus on the question, will consider religious disputes and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers candidates will address the question well, will begin to consider some features of the religious dispute and other factors, 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, probably by addressing religious problems at the start and end of the reign. 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 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the downfall of James II in 1688, and the extent to which this was caused by the king's lack of political judgement.</p> <p>James rapidly dissipated the goodwill that had greeted his accession in 1685 by committing several serious political errors. He failed to call a Parliament after 1685, intervened in the rights of boroughs by remodelling their charters, and attacked the independence of the University of Oxford. These misjudgements, coupled with his demand for a standing army, raised the threat of arbitrary or absolute rule. Other factors which led to the downfall of James II are largely concerned with religion. The King replaced office holders at court with Catholics, intervened in the case of <i>Godden v Hales</i>, aimed at religious and legal equality through his Declarations of Indulgence, and sought the trial of the seven bishops who protested. The birth of a son to Mary of Modena in 1688 raised the prospect of a line of Catholic Stuart monarchs, and persuaded leading politicians to invite William of Orange to intervene in 1688.</p> <p>Level 5 answers will have a secure focus on the question, will consider the king's political judgement and other factors, and will support the analysis with a range of accurate factual material in some depth whilst coming to an overall judgement.</p> <p>Level 4 answers will address the question well, will begin to consider James' errors and some other factors, 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, probably by considering some features of James' religious policies. 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 answers will consist of a few simple statements with some relevance to an aspect of the question asked.</p>	30

