

Mark Scheme (Results)

Summer 2010

GCE

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 causes of the German Reformation, and the extent to which corruption within the Catholic Church in Germany led to the outbreak of a challenge to its power. Answers may refer to the absence of any widespread discontent over Church doctrines in c.1500, but that there was growing resentment over the structure of the Catholic Church in Germany. The Papacy regarded Germany as a lucrative source of income, and made constant demands for money, whether from clergy or the peasants. The higher clergy were often nobles with little education or theological training, while parish priests were often illiterate and openly married. Pluralism and absenteeism were rife: only one parish in 14 had a priest in residence. The corruption and financial extortions of the Church were highlighted with Tetzel's sale of indulgences, the trigger for Luther's attack in 1517. A simple outline of some of the corrupt practices of the Church, perhaps focused on Tetzel and indulgences, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Those who offer some analysis of the nature of the Church's corrupt practices will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the extent of corruption within the pre-Reformation Church, and answers may refer to other relevant factors, such as the reforming role of the humanists; and the dissolution of the feudal economy led to growing resentment over tithes and other financial demands. At Level 5 there will be an attempt to evaluate the extent and significance of corruption, with perhaps some attempt to weigh the significance of a number of different factors.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the survival and spread of Lutheranism to 1555, and the extent to which the weakness of Luther's opponents contributed to that survival. The structure of the Empire, with power diffused among the Imperial Diet, princely states and cities, limited Charles V's scope for action. The lack of unity within Germany meant that the emperor was never able to exercise effective power: even after Mühlberg in 1547 Charles was unable to carry out his proposed reforms to the structure of the Empire. The Papacy apparently underestimated the significance of Luther's initial challenge, and failed to mount an effective theological rebuttal of his views in the years after Worms. The Popes were distracted by other events, notably the conflict with the Emperor, the Italian wars and the sack of Rome in 1527. The spread of the Reformation outside Germany, and the potential threat of the Ottoman Turks, were further distractions from events in Germany. A simple outline of some of the problems faced by Luther's opponents, possibly focused on Charles V, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of the weaknesses of both empire and papacy will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of the difficulties faced by Luther's opponents, and answers may refer to other relevant factors, including the protection of the princes and the popularity of Luther's essentially conservative religious and social teachings. At Level 5 there will be some attempt to evaluate the part played by the weaknesses of empire and papacy in allowing the spread of Lutheranism, with perhaps some attempt to weigh the significance of a number of different factors.</p>	30

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

Question Number	Indicative content	Mark
3	<p>The question is focused on the reform of the Catholic Church by 1563, and the extent to which the Church had responded to the Protestant challenge. Candidates may refer to events and developments before 1517, such as the intellectual influence of the humanists, though these may be only marginally relevant. Pope Paul III pushed the pace of reform with the Consilium of 1536-37, his reform of the Papal court, and his insistence on calling the Council of Trent after many years of delay. The doctrinal decisions made at Trent clarified Church teachings on the Gospel and tradition, justification, the sacraments and transubstantiation, and the supreme authority of the Papacy. Trent thus highlighted the differences between Catholic and Protestant beliefs. The disciplinary decrees met some of the criticisms of Protestants by emphasising the spiritual role of bishops and priests, condemning non-residence, and seeking the development of an educated clergy. Trent furthered the development of a Catholicism which was reformed in disciplinary terms but not in doctrinal matters. A simple outline of developments, perhaps focused on the decisions made at Trent, will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide an analysis of the state of the reformed Catholic Church will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the nature and extent of reform, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the extent of reform, perhaps considering the relative significance of doctrinal and disciplinary matters, and the importance of orders such as the Jesuits to carry the message of reform.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Counter Reformation, and the significance of traditional influences in explaining the strength of the counterattack on Protestantism. Answers may refer to the failure of the Regensburg Colloquy in 1541-42 which ended the period of negotiations with Protestants, while the doctrinal and disciplinary decrees of the Council of Trent subdued reformers and humanists within the Church. The work of Carafa, later Paul IV, may be assessed, including the pre-eminent role he gave to the Roman Inquisition and the Index of Prohibited Books, which banned the works of both liberal Catholics and Protestant reformers. The role of the Jesuits as the standard bearers of conservatism may also be addressed, including their importance for education and missionary activity. A simple outline of developments will be marked in Level 1 or 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the significance of conservative influences will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to assess the role of conservatives within the Counter Reformation to 1600, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the role of the conservatives, perhaps with reference to other factors. These may include the importance of the princes in supporting the Counter Reformation, and that differences among Protestants after 1555, especially between Lutherans, Calvinists and Zwinglians, meant that no unified Protestant response to the Counter Reformation was likely.</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 against Spanish rule, and on the importance of Philip II's policies in causing that revolt. Philip's time in the Netherlands between 1555 and 1559 had seen tensions between the king and the nobles, who were being excluded from real authority by Spanish appointees. Margaret of Parma followed Philip's policies dictated from Madrid after 1559, which promoted greater centralisation of power, which went against Dutch traditions. Thus there was strong opposition to the Church reforms of 1561, and to the enforcing of the Tridentine decrees in 1565. Following the 1566 revolt Philip reinforced his troops in the Netherlands with Alba's forces. Alba carried out Philip's wishes in increasing taxes to pay for the troops, though the demand for the Tenth Penny sparked further revolts in 1572. A simple descriptive outline of some events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of Philip's policies and opposition to them will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the nature of Philip's government and the opposition to it, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the role of Philip's policies in sparking revolts, with perhaps some consideration of other relevant factors. These include economic factors, regional differences within the provinces, and the growth of militant Calvinism, especially after 1559.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on Spain's failure to recover all the provinces in the Netherlands by 1609, and the significance of distractions in Europe in contributing to that failure. The Dutch problem was only one of many problems which faced Philip II during his reign. He dealt with the Moriscos revolt in Spain in 1568, and was involved in the campaign against the Ottoman Turks which culminated in victory at Lepanto in 1571. His attacks on Elizabeth I of England were a major distraction for much of his reign, and the Queen's support for the Dutch was a factor in the disastrous Armada expedition of 1588. War with France had ended in 1559, but 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. A simple outline of some of these events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of Spain's activities outside the Netherlands will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of Spain's military and diplomatic activities elsewhere, and their contribution to failures in the Netherlands. At Level 5 there will be some attempt to evaluate the significance of other distractions for Spain, with perhaps some consideration of other relevant factors. These may include the weakening of the Spanish economy, the growing strength of Dutch resources and leadership, English intervention, and the strength of Calvinism in the northern provinces.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the intensity of witch persecution throughout the period, and the significance of the strength of government control in accounting for regional variations. 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. In rural areas, where government control was weak and local magistrates were relatively independent, there was a conviction and execution rate of around 90%. The highest concentration of trials was in border regions and areas which lacked a strong central authority, such as Switzerland, the Franco-Spanish border, northern Italy and the Scottish borderlands. Answers may refer to the German states, where the growing weakness of Imperial power during the Thirty Years War might be linked to the intensity of persecution there. However, in the larger German states, and in those states where the Carolina was respected, there were far fewer executions. Equally, where state power was strengthening or there was effective judicial centralisation, such as in France and England, there was a much lower conviction rate. A simple outline of some of these or other relevant points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the connection between government control and persecution will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of government control in several regions of Europe, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the importance of the given factor, setting it against other relevant factors which intensified the persecution of witches.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the intensity of the persecution of witches, and the significance of the spread of information on witches in that persecution. 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 basic text on witchcraft was the <i>Malleus Maleficarum</i> of 1496, which became a manual for inquisitors, and made judges more conscious of the crime of witchcraft. The authoritative work of the 17th century was Rémy's <i>Demonolatreiae</i> of 1595, which detailed the activities of witches, including the Sabbath. These, and other printed works, made the élites convinced of the reality of witchcraft. The peasantry still subscribed to the medieval views of white magic and maleficium, but they gained a growing understanding of witchcraft through the public reading of charges against witches, and by the many sermons preached on the subject. A simple outline of some of these or other relevant points will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the importance of written and other sources, especially in promoting a stereotypical image of the witch, will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the impact of this cultural change among the élites. The <i>Malleus</i> was published in 1496, but it was only when the élites subscribed to a belief in witchcraft that the witchcraze got under way. At Level 5 there will be some attempt to evaluate a range of relevant</p>	30

	factors, setting the given factor against other possible reasons for the intensity of the persecution of witches.	
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B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on Tyrone's rebellion of 1594-1603, and on why the English found it so difficult to suppress the rebellion. Answers may consider a range of factors at work. The Irish were concerned at the advance of English rule from the Pale to the whole country, and resented settlements such as the Munster plantation. Tyrone and O'Donnell were given substantial financial assistance by Spain, enabling Tyrone to arm an unprecedented 8000 men. Ulster's natural defences meant that it was difficult for English troops to penetrate the area by land or sea. Following the failure of negotiations in 1596 Tyrone defeated the English at Yellow Ford in 1598, the heaviest defeat suffered by the English to that point. Yellow Ford prompted uprisings throughout the island, encouraging 9000 rebels to destroy the Munster plantation. Essex's role was disastrous. He dissipated his forces by forming garrisons in the south, and thus his expeditions to the north were unsuccessful. It was only with the appointment of Mountjoy that the rebellion was defeated. Tyrone was tied down in Ulster while Mountjoy besieged a Spanish force that had landed in Kinsale. In January 1602 Tyrone was defeated in pitched battle and surrendered the following year. A simple descriptive outline of events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the difficulties facing the English will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the importance of various factors at work, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the importance of factors operating in Tyrone's favour, and the difficulties faced by the English throughout the rebellion.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on English rule in Ireland in the years 1640-69, and the extent to which Ormond was responsible for maintaining that rule. Ormond was appointed commander of the Irish army in 1640, and secured victories over the Confederates in 1642 and 1643, though without weakening 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 the king in England. The second Ormond Peace of 1649 was negotiated by the Confederates as a means of strengthening resistance to the parliamentarians. Ormond controlled almost the whole of Ireland, but could not prevent Cromwell's advance. Protestant royalist troops deserted the Confederates in 1650, and Ormond fled abroad. His career as Lord Lieutenant in Ireland after the Restoration involved resettling the country after the upheavals of the previous twenty years, tackling the land question, and developing the economy. He was removed from office in 1669. A simple descriptive outline of some of these points, perhaps focused on the civil war, will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the significance of Ormond's career will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the importance of Ormond's service to the Stuart kings, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate Ormond's role, with perhaps some consideration of the strength of the Confederate government and its forces, and Cromwell's intervention.</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 significance of militant Catholicism in causing the war. Answers may refer to the unravelling of the Peace of Augsburg with the growth of Calvinism within the Empire, and the success of the Counter Reformation in recovering areas lost to Protestantism. Religious tensions following the Donauwörth incident in 1606 led to the formation of rival princely leagues, the Protestant Evangelical Union and the Catholic League. The Cleves-Jülich crisis exacerbated tensions between the two leagues. The role of religion may also be noted in the Bohemian crisis of 1618-19. While the Archduke Ferdinand swore to uphold religious liberties when he was elected King of Bohemia, he reneged on his promise in 1618. The result was the defenestration of Prague and the offer of the Bohemian crown to the Calvinist Elector Palatine, Frederick V. A simple descriptive outline of some of these points, perhaps focused on the Bohemian crisis, will be assessed within Levels 1 and 2, depending on the relevance and range of material offered. Answers which begin to provide some analysis of the role of militant Catholicism in causing the war will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the importance of religion, and to consider some other relevant factors. These may include the ways in which Protestant princes used religion as a means to gaining their independence from the Emperor, the territorial ambitions of France, Sweden and Denmark, and Spain's interest in protecting the Spanish Road. At Level 5 there will be some attempt to evaluate the role of various factors contributing to the outbreak of war, setting the religious dimension into a broader assessment.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the reasons for the continuation of the war after the defeat of the Danes in 1628 and the Treaty of Lübeck in 1629. Answers may consider Ferdinand II's position in 1629, when he appeared strong enough to impose a general European peace. However, the Edict of Restitution of 1629 dismayed the Protestant princes of Germany, who feared the loss of land to Catholics, and the re-establishing of Imperial power in Germany. The expansion of Habsburg power worried France and Sweden, and led to Gustavus Adolphus' intervention in 1630. His successes, and Oxenstierna's determination to prolong the war after Lützen in 1632, resulted in Swedish involvement in the war until the Peace of Prague in 1635. French intervention against Spain in 1635 lengthened the conflict until France's defeat at Rocroi in 1643, while the Dutch saw their chance for naval victories against the Imperial navies. A simple descriptive outline of some of these points, perhaps focused on the Swedish campaign, will be assessed within Levels 1 and 2, depending on the relevance and range of material offered. Answers which begin to provide some analysis of the reasons for the prolonging of the war will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess a number of relevant factors, perhaps focused on the range of opposition to the extension of Habsburg power, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the role of various factors contributing to prolonging the war, perhaps focused on the joint intervention of France and Spain, which turned a relatively localised war into a European one.</p>	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the role played by the Earl of Clarendon in serving Charles II in the years 1660-67, and requires an assessment of the success of his service. Answers may consider Clarendon's role in shaping the political and religious terms of the Restoration settlement, especially since Charles II had no experience of government prior to 1660. Clarendon's views were reflected in the moderation of the political settlement, though his aims for the religious settlement, which were based on compromise and some toleration, were overruled by the Cavalier Parliament. As the king's chief minister Clarendon dominated the Privy Council, which he regarded as an essential arm of government, more important than parliament. This may account for his failure to manage parliament in the king's interest. Although Clarendon opposed the Dutch war, he was held responsible for the humiliation of 1667 when the Dutch attacked the English fleet in the Medway. He was also blamed for the narrow intolerance of the Restoration church, the sale of Dunkirk to the French, and Charles' marriage to Catherine of Braganza, which had not produced the hoped-for heir. As moves were made to impeach him he fled to Montpellier where he lived in exile. A simple outline of some of these events will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of Clarendon's policies will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess Clarendon's successes and failures, perhaps setting the Restoration settlement against his later difficulties. At Level 5 there will be some attempt to evaluate Clarendon's contribution to the early years of the Restoration, with an attempt to weigh up the significance of his service overall.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on opposition to the Stuart monarchy in the years 1678-88, and the extent to which that opposition was driven by fear of Catholicism. Answers may consider the Popish Plot of 1678 and the Exclusion crisis of 1679-81. While the former was driven by anti-Catholic feeling, the debate over exclusion linked fear of Catholicism with the threat of absolute monarchy which the Duke of York appeared to represent. These fears were especially strong in the light of Charles' apparently close relationship with Louis XIV. Although Charles defeated the Whigs in 1681, suspicions of James II's intentions surfaced again following his accession in 1685. His policies in favour of religious toleration, especially the Declarations of Indulgence, rekindled opposition to him. The king's actions were seen as a threat to parliamentary government and the rule of law, similar in their purpose to Louis XIV's revocation of the Edict of Nantes. A simple outline of some of these events, possibly focused on the Exclusion crisis, will be assessed within Levels 1 and 2, and progression will depend on the relevance and range of material offered. Answers which begin to provide some analysis of the nature and extent of anti-Catholic feeling will access Level 3, though there may be some extended sections of narrative material. At Level 4 there will be an explicit attempt to assess the significance of fear of Catholicism, perhaps setting it against the influence of the Whigs and their belief in limited monarchy as a factor in their opposition to the monarchy. At Level 5 there will be some attempt to evaluate the significance of religious and political considerations in the development of opposition to the monarchy.</p>	30

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