

Mark Scheme (Results) January 2009

GCE

GCE History (6HI01) Paper B

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 mostly be accurate but it may</p>

		<p>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 factual material 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/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</p>

		convincing in range and depth consistent with Level 5. 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.
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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%

6HI01B - Mark Scheme
Power, Belief and Conflict in Early Modern Europe

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

Question Number	Indicative content	Mark
1	<p>The question is focused on the strength of opposition to Papal interference within the German states, and the extent to which this opposition was responsible for the outbreak of the German Reformation. Candidates may consider a range of papal abuses, including the constant demands for money: the growth of national feeling; and the rise of national monarchies opposed to papal interference within their kingdoms. Answers may also consider the resentment of the growing middle class to the Pope's economic power, and there is likely to be some reference to the controversy over indulgences. A simple descriptive outline, perhaps focused on indulgences, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who offer a causal analysis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the strength and the significance of opposition to the Papacy. Other relevant factors may be considered, including the poor quality of many clergy, clerical abuses, and the growth of humanist thought. At Level 5 there will be an attempt to set Papal interference into a wider context of pre-Reformation abuses within the Church.</p>	30

Question Number	Indicative content	Mark
2	<p>The question is focused on the spread of Lutheranism within the Empire and the role of the Princes in assisting that process. Answers may refer to the importance of individual princes such as Frederick the Wise, whose support and protection was vital in the early years of Lutheranism. Luther's conservative message became popular with the princes during and after the Peasants' War. Individual princes converted, including Albrecht of Hohenzollern, Philip of Hesse and John of Saxony. The formation of the Schmalkaldic League in 1531 meant that Lutheranism could now only be defeated by force. Charles V's successes against the League did not lead to the destruction of Lutheranism, and the Peace of Augsburg in 1555 made the schism permanent. A simple outline of developments which describes some of the actions of the princes will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide an analysis of the role of the princes 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 the princes, though the answer may lack balance. Other relevant factors may be considered, including the popularity of Luther's message and its speedy dissemination through the printing press, the role of the towns and trade routes, and the distractions faced by Charles V outside Germany. At Level 5 there will be some attempt to evaluate the significance of the part played by the princes in the spread of Lutheranism.</p>	30

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

Question Number	Indicative content	Mark
3	<p>The question is focused on the Council of Trent (1545-63) and its role in reviving the Catholic Church in the years to 1600. The three sessions of the Council established clear definitions of those doctrines which had been attacked by the Protestants, notably 'scriptura sola', 'sola fide' and the seven sacraments. There were significant reforms of Church discipline agreed in the third session, especially on the responsibilities of the bishops and the importance of a well-trained priesthood. Trent took the initiative from the Protestants, ended new theological thinking, and helped revive morale among Catholics. An important result of Trent was that the Papacy emerged unchallenged. One result of Trent was Pius V's reforms of the catechism, breviary and the missal, establishing uniformity in Catholic practices and beliefs. A simple description of some features of the Council will be marked within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 candidates will begin to focus on the impact of Trent, but answers may include significant passages of descriptive or narrative material. At Level 4 answers will consider the extent of reform and the revival of Catholicism to 1600, but the response may lack balance, and may focus on either the doctrinal or the disciplinary decrees. Other relevant factors which explain the Catholic revival include the Jesuits and the Inquisition, and the reforming impetus provided by the Papacy. At Level 5 will be answers which provide a sustained evaluation of the significance of Trent.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the Counter Reformation of the period 1540-1600, and the importance of Catholic rulers in the campaign against Protestantism. Answers may focus on some European states, such as the Empire and Spain: exhaustive treatment of a large number of states and rulers is not required. Answers may refer to some of Charles V's difficulties before 1540 and his failure to prevent the spread of Lutheranism. His success at Mühlberg in 1547 was not followed up, and he achieved little further before his abdication in 1555. Later Habsburg rulers were more equivocal in their attitude towards religious divisions, notably Maximilian II. The actions of Philip II of Spain were often down to political self-interest, with selective intervention outside his own territories. He intervened on the side of the Catholic League in France through fear that a Huguenot victory might restore France's power in Europe; and his attempt to overthrow Elizabeth I of England was essentially an attempt to extend Spanish power. Answers may refer to other rulers, such as the Wittelsbachs of Bavaria and the Guise family and the Wars of Religion in France between 1562 and 1598, and the triumph of the Counter Reformation in Poland under Stephen Bathory and Sigismund III. A simple description of the actions of some rulers, possibly focused on Charles V and Philip II, will be marked within Levels 1 and 2, and progression will depend on the range and depth of material. At Level 3 answers will begin to assess the political development of the Counter Reformation, but there may be significant passages of descriptive or narrative material. At Level 4 answers will address the role of Catholic rulers in supporting the Catholic Church, but may lack balance. At Level 5 answers may evaluate the significance of the role of Catholic rulers, and may draw conclusions on their political and religious motivation.</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 revolts in the Netherlands and on the inability of Philip II's appointees to crush the rebels. Alba proved an unpopular appointment from the outset. His repressive policy included the use of the Council of Troubles (Council of Blood) and the execution of Egmont and Hoorn, while his use of Spanish and Italian advisers was deeply resented by the Dutch nobles. His attack on local rights was unpopular, and the introduction of the Tenth Penny was instrumental in sparking the second revolt in 1572. Alba subdued many rebel provinces but was unsuccessful against Holland and Zeeland; and the massacre of the Haarlem garrison after promising not to harm them was a serious mistake. The expense of his slow reconquest led to the appointment of Requesens in 1573. The failure of the peace talks at Breda in 1575 led to further attacks on the rebel provinces, but Requesens had achieved little by his death in 1576. A simple outline of some events will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide some analysis of the reasons for Alba's and Requesens' failures 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 reasons for the Spanish failures, though the answer may lack balance overall. Other relevant factors include the geography of the country, control of the sea, shortage of money and the growing prestige of William of Orange. At Level 5 there will be some attempt to evaluate the relative significance of factors.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the de facto independence of the United Provinces in 1609 and the importance of French and English intervention in achieving that goal. Answers may refer to the brief intervention by Anjou in 1578-83, which had only limited success. Spain's annexation of Portugal and its Empire in 1580 led to active intervention by England and France. Elizabeth I tried to prevent a Spanish invasion of England with the Treaty of Nonsuch in 1585, providing military and financial help through the Earl of Leicester. English intervention proved to be the major turning point in the revolt. Philip became distracted from putting down the revolt by taking action against England via the Armada in 1588; and then intervened in France to prevent the accession of the Huguenot Henry of Navarre. These distractions allowed Maurice of Nassau to recover territory and consolidate the position of the United Provinces. Spanish bankruptcy in 1596 led to Philip being forced to conclude peace with France in 1598, with England in 1604, and to acknowledge the independence in practice of the United Provinces in 1609. A simple descriptive outline of some events will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide some analysis of the effects of Anglo-French intervention 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 foreign intervention, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the relative significance of factors, including the fact that Philip ended up fighting on three separate fronts, and was thus unable to defeat the United Provinces convincingly.</p>	30

B4 The European Witchcraze, c1580-c1650

Question Number	Indicative content	Mark
7	<p>The question is focused on the reasons why so many more women than men were accused of witchcraft in the given period. 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. Answers may consider the enduring fear of women at the time and the way this stereotype had grown up over time. It was believed that since women had so much power over the making of life, they could also bring death if they wished. Changing demography meant that there was a sizeable increase in the number of single women, up to 15% of the population, with the result that they dislocated traditional family hierarchies. Economically, older post-reproductive women were useless to the community, while widows were often engaged in property disputes. Candidates may also consider the role of individuals: in Essex, for example, 92% of those accused by Matthew Hopkins were women. A range of general statements with weak supporting evidence will be marked within Levels 1 and 2, and progression will depend on the range and depth of accurate information. Answers which begin to provide some analysis of the reasons for the targeting of women 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 reasons for the gender imbalance, though the answer may lack balance overall. Other relevant factors include the significance of social, geographical and political developments, and the impact of wars and civil conflicts in places. At Level 5 there will be some attempt to evaluate the relative significance of factors in a sustained analysis.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the reasons for the varying intensity of witchcraft persecution in the given period. 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. Answers may consider the religious upheavals of the time. As Protestantism became more expansionist after 1560 it collided with a reinvigorated Catholic Church, especially in the borderlands of France, Germany and Switzerland: the impact of the French Wars of Religion and the Thirty Years War in Germany may thus be assessed. In Scotland and England the role of King James may be considered, while the Civil War of the 1640s allowed individual such as Matthew Hopkins to flourish. Equally, candidates may point to the different experience overall of Spain, Italy and England (to some degree). Here there was less religious and economic change, and less use of the printing press or of torture. Spain saw very few witch hunts because the centralised ecclesiastical courts handled witchcraft, and the Inquisition had long experience of false denunciations for heresy. Changes in European legal systems may also be considered. A simple descriptive outline of events in some countries will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide some analysis of the varying incidence of witchcraft trials 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 variations in the levels of persecution, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the relative significance of factors, weighing a number of</p>	30

	social, economic, political and religious factor to reach a clear conclusion overall.	
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B5 Conflict and Conquest in Ireland, 1598-1692

Question Number	Indicative content	Mark
9	<p>The question is focused on the policy of plantation pursued by James I and Charles I, and the extent to which this policy strengthened England's hold on Ireland. Answers may refer to the conciliatory approach at the end of the Nine Years War, but the flight of the Earls in 1607 and the rebellion of 1608 led to a comprehensive attempt at settlement and plantation. The aim was to ensure that the settlement could not be destroyed by further rebellions, and so land was redistributed to settlers who had to import tenants from England and Scotland. Candidates may discuss the difference between the undertakers and the servitors. In assessing how far control was strengthened answers may note that many settlers were diverted to America, and that growing political uncertainty meant that even undertakers had to use Irish tenants. While the migration into Ireland of around 100,000 settlers by 1641, many of them skilled craftsmen who helped boost Ireland's economy, Ireland remained plagued by bandits, and the rate of conversion to Protestantism remained low. The general turmoil of politics in England and Scotland in the early 1640s helped to spark the rebellion of 1641. A simple descriptive outline of some events will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide some analysis of the effects of plantation 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 the plantation policy and its success, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the success of the plantation policy, setting the apparent successes in the early years with its ultimate failure to prevent the 1641 rebellion.</p>	30

Question Number	Indicative content	Mark
10	<p>The question is focused on the years after the Cromwellian settlement and the extent to which the restored monarchy tried to tackle the grievances of the Irish people. Answers may place the restoration within the context of Cromwell's confiscation of all Catholic estates and the resettlement west of the Shannon, and the powerful promotion of Protestantism throughout Ireland. While the restoration saw the return of estates to those who fled to France with Charles II, Ormond finally decided that the Cromwellian settlement should remain in place. However, there was some relief from religious persecution which helped to re-establish Catholicism. The legal position of Irish Catholics improved, and there was some progress in Catholic education. Answers may also consider the importance of the development of trade, with England, Europe and the colonies, and the restrictions placed on commerce from time to time. The role of Tyrconnell after 1685 may be assessed, though his improvements were nullified by the accession of William and Mary. A simple descriptive outline of some events will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide some analysis of the policies of the restoration 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 accuracy of</p>	30

	the statement in the question, though the answer may lack balance overall. At Level 5 there will be some attempt to evaluate the policies of the restored monarchy, with a clear attempt to consider 'how accurate'.	
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B6 The Thirty Years War and its Impact on Continental Europe, 1618-60

Question Number	Indicative content	Mark
11	The question is focused on the first stages of the Thirty Years War and the role of Habsburg military leadership in accounting for the success of Habsburg forces against their opponents. Answers may refer to the role of significant individuals, perhaps contrasting the successes of Tilly and Wallenstein, especially in northern Germany, with the failures of Mansfeld and the Protestant forces. Strong military leadership might be exemplified by the ease with which the Habsburgs crushed the Bohemian rebellion at the battle of White Mountain in 1620; and their humiliation of Christian IV of Denmark between 1625 and 1629. The Protestant Union was unable to withstand Ferdinand II in the early 1620s, while Ferdinand's later alliance with Maximilian of Bavaria proved invaluable. A simple outline of the Habsburg's military leadership will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Answers which begin to provide an analysis of the nature of Habsburg military leadership 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 strength of military leadership. At Level 5 will be answers which attempt to evaluate the relative significance of military leadership when set against other relevant factors, such as the role of foreign intervention.	30

Question Number	Indicative content	Mark
12	The question is focused on the latter stages of the Thirty Years War and the importance of French intervention in prolonging to war to 1648. Candidates may refer to the Treaty of Bärwalde (1631) between Sweden and France which turned the conflict into a general European war by joining Swedish Protestantism and French fear of Habsburg expansion. The Treaty of Prague in 1635 might have led to a general peace settlement, but the French declaration of war against Spain in the same year only lengthened the conflict. Richelieu's intervention led to some military successes, but France's aggressive policy came to an end with the Cardinal's death in 1642, closely followed by the death of Louis XIII in 1643 and France's defeat at Rocroi the same year. A simple descriptive outline, perhaps focused on some features of the military campaigns of the period, will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. Those who offer a causal analysis will access Level 3, though there may be passages of narrative. At Level 4 there will be an explicit attempt to assess the importance of French intervention and the ways in which this intervention lengthened the course of the war. At Level 5 there will be an attempt to set French intervention into a wider context of Habsburg power in the 1630s and the war-weariness of the 1640s which, coupled with the declining role of Sweden and France by the mid-1640s, led to the establishment of a general peace in 1648 at Munster and Westphalia.	30

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

Question Number	Indicative content	Mark
13	<p>The question is focused on the Restoration Settlement of 1660-65 and the nature of the political and religious agreement which were made. Answers may place the settlement within the context of the promises of harmony and reconciliation made in the Declaration of Breda. In 1660 and 1661 the Convention and Cavalier Parliaments devised a generous financial settlement for Charles II, abolished prerogative powers of taxation and the prerogative courts, and enacted a weak Triennial Act which increased Charles II's freedom of action. The settlement surrendered powers to the king which would renew tension with parliament later in the reign and enhance the tendency towards absolutist actions. In contrast, the religious settlement was very severe in its treatment of nonconformity. The major statutes of the Clarendon Code, ie the Corporation Act, Act of Uniformity, Quaker Act, Conventicle Act and the Five Mile Act, forced Presbyterians out of the Church, in contrast to the king's more tolerant attitude displayed since 1660. A simple description of legislation or a purely narrative response will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. At Level 3 candidates will address questions of motivation or other factors shaping the Restoration Settlement, but responses will contain substantial passages of narrative or descriptive material. At Level 4 candidates will begin to consider 'to what extent' by considering both the quest for stability and the apparent desire for revenge in the settlement, but the argument may not be balanced. Those who consider 'to what extent' by establishing an argument based on a range of factors and well-chosen material will access Level 5, with the best responses evaluating or integrating these into an overall judgement.</p>	30

Question Number	Indicative content	Mark
14	<p>The question is focused on the last years of Charles II's reign and the reasons why none of the crises of these years (the Popish Plot, the Exclusion Crisis and the Rye House Plot) prevented James' peaceful accession in 1685. Answers may refer to the growing opposition to Charles II's policies in the 1670s under the leadership of Shaftesbury. The unveiling of the Popish Plot in 1678 played a part in the development of a full-scale exclusion crisis from 1679. Although Charles dissolved the Cavalier Parliament he was unable to prevent the election of a new parliament even more hostile to his brother. Parliament was dissolved after the Commons passed an exclusion bill, only for a new parliament to pass a similar bill in 1680. When the Oxford Parliament met in 1681 and passed a further exclusion bill Charles dissolved parliament, and dispensed with it for the rest of his reign. The failure of the Rye House plot in 1683 caused a Royalist backlash and gave Charles the opportunity to destroy the remaining Whig leadership. A simple description of some of these events will be marked within Levels 1 and 2, and progression will depend on the range and depth of relevant material. At Level 3 answers will begin to address causation but may include significant descriptive or narrative material. At Level 4 candidates will offer reasonable range and depth of accurate and appropriate material and will address reasons for the failure of effective opposition to the Duke of York. These may include the weakness of the Whig opposition, especially when set against the political skills which Charles II displayed throughout the crisis. Those who can offer some evaluation of the reasons for the failure of the opposition and the strength of Royalist support</p>	30

	will access Level 5.	
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