



Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 2B

Paper 2: Depth study

Option 2B.1: Luther and the German  
Reformation, c1515-1555

Option 2B.2: The Dutch Revolt,  
c1563-1609

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award **zero marks if the candidate's response is not worthy of credit according to the mark scheme.**
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a **'best-fit' approach, deciding which level most closely describes the quality of the answer.** Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements **fully**, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only **barely** meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a **reasonable** match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

| Level    | Mark       | Descriptor   |
|----------|------------|--|
|          | 0          | No rewardable material   |
| <b>1</b> | <b>1–2</b> | <ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li> </ul>  |
| <b>2</b> | <b>3–5</b> | <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li> </ul>  |
| <b>3</b> | <b>6–8</b> | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li> </ul> |

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

| Level    | Mark         | Descriptor  |
|----------|--------------|---|
|          | 0            | No rewardable material  |
| <b>1</b> | <b>1–2</b>   | <ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>  |
| <b>2</b> | <b>3–5</b>   | <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>  |
| <b>3</b> | <b>6–9</b>   | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li> </ul>   |
| <b>4</b> | <b>10–12</b> | <ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul> |

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

| Level    | Mark         | Descriptor  |
|----------|--------------|---|
|          | 0            | No rewardable material  |
| <b>1</b> | <b>1–4</b>   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| <b>2</b> | <b>5–10</b>  | <ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>  |
| <b>3</b> | <b>11–16</b> | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| <b>4</b> | <b>17–20</b> | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |

## Section A: indicative content

### Option 2B.1: Luther and the German Reformation, c1515-1555

| Question | Indicative content   |
|----------|--|
| 1a       | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse the source to consider its value for an enquiry into the radicalism encouraged by <b>Luther's challenge to the Church</b>.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It provides evidence that there was dissatisfaction with the teachings of <b>the Catholic Church ("foolishness", "gestures like monkeys", "speak in Latin")</b></li> <li>• <b>It also indicates discontent with the materialism of both the clergy ("fat nests", "good food and fine wine") and of the nobility ("land-grabbers")</b></li> <li>• It implies <b>that the exploitation of the people by the church ("purse.. heaven is closed to him") and by the nobility ("consume..their subjects")</b> is justification for a violent uprising against religious and social authority.</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• It is an eyewitness account so has the potential to reveal precise details of the views of the Zwickau Prophets</li> <li>• Storch was one of the poorer classes and so might be expected to be resentful of the existing order and sensitive to the demands made on them</li> <li>• His views are evidence of the apocalypticism of the years following <b>Luther's challenge to the authorities</b></li> <li>• The language used is angry and clearly intended to encourage people to rise up against both religious and social authority.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• <b>The Zwickau Prophets emerged at a time when Luther's fame had spread</b> further thanks to his defiance at Worms and some were interpreting his views in increasingly radical ways</li> <li>• At the time they came to Wittenburg Luther was still in hiding and there was uncertainty among his supporters about how to react until he returned and denounced them</li> <li>• Despite this, the views of Storch and others inspired major unrest in <b>Germany culminating in the Peasants' War in 1525</b> – Luther sided with the forces of existing order and was condemned by its leaders.</li> </ul> </li> </ol> |

| Question | Indicative content   |
|----------|--|
| 1b       | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the arguments of <b>Luther's critics in the early 1520s</b>.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• It is a private letter which suggests the author is expressing genuinely held views – he appears well-connected and informed about events which adds weight to his opinions</li> <li>• <b>It is written in 1524, after Luther's attack had divided opinion but before the schism became permanent</b></li> <li>• <b>It is addressed to one of Luther's closest friends and supporters and could be read as a critical friend seeking help in moderating Luther's actions</b></li> <li>• Though the author was one of the most influential writers in Europe, he may not be typical of <b>Luther's critics</b> - there was a range of responses to Luther, many much more uncompromising.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that some Catholics, even the new Pope, may have <b>sympathised with some of Luther's views</b> ("I do not object", "Christendom is corrupt", "Clement..half way") and were willing to seek compromise</li> <li>• It suggests also that Erasmus is more worried about the dangers of <b>undermining unity and authority</b> ("without...authority", "confusion") than Luther's criticism of core beliefs ("do not object..doctrines")</li> <li>• <b>It indicates however that the extent, speed and style of Luther's attack was damaging</b> ("extravagance", "violent party", "tear off hoods..images") and has alienated those who may have supported compromise ("princes and popes").</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Erasmus had been a consistent critic of the Church in publications like In Praise of Folly - however his calls for reform were discussed in elite circles, <b>in contrast with Luther's populism which many thought dangerous</b></li> <li>• Luther could claim that he was forced into developing his criticisms of the Church in the form and manner he did by the way in which he was challenged in the period 1517-20 and the punishment implied by the Edict of Worms</li> <li>• Though the source criticises Luther directly, some of the changes referred to in the source were instigated by others during his time in the Wartburg.</li> </ul> </li> </ol> |

## Option 2B.2: The Dutch Revolt, c1653-1609

| Question | Indicative content  |
|----------|---|
| 2a       | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse the source to consider its value for an enquiry into the response of the people of the Netherlands <b>to Alva's rule between 1567 and 1573.</b></p> <ol style="list-style-type: none"> <li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li><b>It provides evidence that there was discontent with the manner of Alva's rule ("bloody", "revenge", "evil", "plunder and murder") and with its effects ("take away our daily bread...dead")</b></li> <li>It also indicates the unpopularity of Alva personally ("hellish father", "cursed be your name", "this devil") and calls for his expulsion ("your kingdom..be gone", "send them back to the Devil")</li> <li>By its language, it suggests deep opposition to Alva and his government <b>though it doesn't call directly for resistance to Philip II and Spanish rule generally.</b></li> </ul> </li> <li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>It is an anonymous pamphlet so we have no way of knowing its author or how representative they were – it can be inferred however, that it was <b>produced by someone who had directly suffered as a result of Alva's actions</b></li> <li>It is written in the form of a Christian prayer calling on God to end the <b>people's suffering</b> – this suggests a degree of religious motivation</li> <li>The fact that it was widely circulated suggests it was meant as an attempt to rally opposition against Alva.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li><b>The pamphlet was produced in 1572, five years after the start of Alva's campaign to crush resistance to Spanish rule through military action and the Council of Troubles (directly referenced in the source)</b></li> <li>At this time, there was widespread resistance to, and non-payment of, the Tenth Penny especially among businessmen – as a result, trade had collapsed and unemployment and hunger were widespread in towns like Ghent</li> <li>Though the pamphlet is very negative about Alva, he did have support in the Netherlands and has been praised for aspects of his rule, notably his educational and legal reforms.</li> </ul> </li> </ol> |



## Option 2B.2: The Dutch Revolt, c1653-1609

| Question | Indicative content   |
|----------|--|
| 2b       | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into <b>William of Orange's reasons for returning to the Netherlands in 1572.</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• It is a private letter written to his brothers, which may suggest he is expressing genuinely held views</li> <li>• It is <b>written in 1573 the year following Orange's return from</b> self-imposed exile to oppose Alva – after initial success he was driven back into Holland and Zeeland</li> <li>• Taken at face value, Orange is anxious to stress that his motivation is for his country and people but it is clear from the phrasing of the letter that even his brothers have voiced doubts about the reasons for his return</li> <li>• We can infer that if his brothers are expressing doubts about his motivation then this feeling may have been more widespread.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• <b>It provides evidence that Orange's motivation is partially to establish religious toleration ("freedom..religious.. conscience", "Reformed religion permitted")</b></li> <li>• It also suggests that his motivation was partially to re-establish older governmental <b>customs ("freedom..government", "return..ancient privileges")</b></li> <li>• It indicates that Orange seeks to rid the government of Spanish influence (<b>"foreigners..driven out") in the hope of re-establishing "peace and calm"</b> – he does not, however, mention the overthrow of Philip II.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• <b>Orange's behaviour during Margaret of Parma's regency created some doubt about the sincerity of his aims – some believed that he wanted above all to re-establish his own position</b></li> <li>• Though he had defended relaxation of the heresy laws, he was also a relatively recent convert to Protestantism and possibly only with the aim of attracting foreign support – some <b>viewed him as a "politique"</b></li> <li>• On the other hand, he did later persistently defend the principle of religious toleration, forbidding persecution on religious grounds.</li> </ul> </li> </ol> |

## Section B: indicative content

## Option 2B.1: Luther and the German Reformation, c1515-1555

| Question | Indicative content  |
|----------|---|
| 3        | <p>Answers will be credited according to <b>candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the <b>mistakes of his opponents contributed to the success of Luther's challenge</b> to the Church in the years 1517-21.</p> <p>Arguments and evidence that the mistakes of his opponents were important in the <b>success of Luther's challenge should be analysed and evaluated. Relevant points</b> may include:</p> <ul style="list-style-type: none"> <li>• <b>The Papacy's lack of urgency in appreciating the potential of Luther's challenge is epitomised by Leo X's dismissal of him as a "drunken German"</b></li> <li>• <b>Leo's decision to encourage Luther's sponsor, Frederick the Wise, to oppose Charles V in the Imperial Election in 1519 also delayed action and allowed Luther's popularity to grow</b></li> <li>• <b>The challenges of Cajetan and Eck on the basis of Luther's questioning of papal authority forced him to extend and formalise his challenge beyond the more minor matter of indulgences</b></li> <li>• <b>The Church in Germany depended heavily on the new Emperor Charles who was inexperienced, had problems elsewhere and made the mistake of condemning Luther at Worms without the power to enforce his own Edict.</b></li> </ul> <p>Arguments and evidence that other factors were responsible for the success of <b>Luther's challenge should be analysed and evaluated. Relevant points</b> may include:</p> <ul style="list-style-type: none"> <li>• <b>Luther's confidence in his own ideas and personal bravery</b> in refusing to back down when threatened – he was also a talented writer and polemicist</li> <li>• Luther appealed to many Germans, rich and poor, for a number of reasons (religious, economic and political) which added to the strength of his challenge</li> <li>• <b>The printing press enabled the rapid spread of Luther's ideas whether in written or pictorial form</b></li> <li>• <b>The delay caused by the Imperial Election created a power vacuum which helped Luther's cause.</b></li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content  |
|----------|---|
| 4        | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement on how far, by 1530, a separate Lutheran church had been established in Germany.<br/>Arguments and evidence that Luther did create a separate church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• His three pamphlets of 1520 launched sustained criticism of many aspects of Catholic teaching</li> <li>• <b>Luther's ideas on papal authority, salvation, scripture, the sacraments, the clergy and many other matters were distinct from Catholicism in a range of fundamental ways</b></li> <li>• Separate reformed congregations were established in seven principalities and 20 imperial cities by 1530</li> <li>• The Catechisms of 1529 and the Confession of Augsburg in 1530 were attempts to give Lutheranism a clear theological foundation.</li> </ul> <p>Arguments and evidence that Luther did not create a separate church in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Luther did not attempt to create a separate, uniform Lutheran church in the 1520s believing instead that reform of Catholicism was still possible and desirable</li> <li>• There were many differences in interpretation and practice between Lutheran congregations across Germany which Luther did not attempt to rectify (the use of images, vestments and Latin for example)</li> <li>• Luther ensured that many features of reformed worship remained very similar to Catholicism, the German Mass and the use of music for example</li> <li>• The Confession of Augsburg was a conservative document allowing further attempts at avoiding a permanent schism long after 1530.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content   |
|----------|--|
| 5        | <p><b>Answers will be credited according to candidates' deployment of material in</b> relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far was Charles V's <b>failure</b> to suppress Lutheranism in the years 1521-55 was caused by the problems he faced outside Germany.</p> <p>Arguments and evidence that Charles V's <b>failure</b> to suppress Lutheranism in the years 1521-55 was caused by the problems he faced outside Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The extent of <b>Charles' dynastic inheritance</b>, which included the Netherlands, Spain and Austria, in addition to his Imperial duties</li> <li>• The various responsibilities this inheritance entailed (e.g constant war with France and the threat of the Ottomans) were a distraction notably in the <b>1520s as Luther's support continued to spread</b></li> <li>• His personal and financial exhaustion caused by decades of travel and war which led to the compromise at Augsburg in 1555 and his abdication.</li> </ul> <p>Arguments and evidence that other factors were <b>responsible for Charles' failure</b> to suppress Lutheranism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The limits of Charles' power within an Empire in which political authority</b> was fragmented and the ability of the princes to oppose him was considerable</li> <li>• The willingness of his enemies inside and outside Germany to work together in opposition despite their religious differences</li> <li>• <b>The popularity of Luther's ideas amongst both princes and people meant</b> that they established strong roots and were increasingly difficult to suppress as time went on</li> <li>• The failure of the Catholic Church to combat Lutheran ideas actively and effectively until at least the calling of the Council of Trent in 1545.</li> </ul> <p>Other relevant material must be credited.</p> |

## Option 2B.2: The Dutch Revolt, c1563-1609

| Question | Indicative content   |
|----------|--|
| 6        | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement on how far unrest in the Netherlands in the years 1563-67 resulted from the actions of Philip II.</p> <p>Arguments and evidence that unrest <b>in the Netherlands did result from Philip's</b> actions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Philip had established a narrow and unpopular government under <b>Margaret of Parma and Granvelle, widely perceived as "foreign"</b></li> <li>• Unlike his father, he was insensitive to the traditions of government in the Netherlands, the reform of bishoprics for example, and showed unwillingness to compromise</li> <li>• <b>He especially alienated the aristocracy by excluding them from Margaret's Inner Council and humiliating Egmont in 1565</b></li> <li>• His determination to enforce the heresy laws in full brought him into conflict with a large number of his subjects, especially when he resolved to use military force.</li> </ul> <p>Arguments and evidence that unrest resulted from other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Margaret's inexperience and dependence on decisions made in Spain</b></li> <li>• <b>The actions of the "grandees" in destabilising Margaret's government</b></li> <li>• Poor economic conditions, especially bad harvests and trade depression caused by the closure of the Baltic</li> <li>• The growth of Calvinism, in particular the activities of radicals culminating in the Iconoclastic Fury.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content  |
|----------|---|
| 7        | <p>Answers will be credited according to <b>candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the Duke of <b>Parma's role was in the restoration of Spanish control over the Netherlands</b> in the years 1577-84.</p> <p><b>Arguments and evidence that Parma's role was important in the restoration of Spanish control over the Netherlands in the years 1577-84</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• His successful negotiation of the Treaty of Arras in 1579 confirmed the loyalty of Hainault, Walloon Flanders and Artois</li> <li>• In 1582, his diplomatic skills also ensured agreement in the Netherlands to the return of Spanish troops and the promise from Spain that they would be paid regularly</li> <li>• His military campaigns were increasingly successful, forcing the surrender of towns in Brabant by cutting off their supply routes to the coast, and by his use of bribes</li> <li>• Major cities of the south, like Ghent, fell in 1584 doubling the area under Spanish control in three years thanks to his military abilities.</li> </ul> <p><b>Arguments and evidence that Parma's role was less important</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Treaty of Arras was brought about at least in part by fears in the south of militant Calvinism and the intervention of foreigners like Casimir</li> <li>• <b>Parma's military victories were in part thanks</b> to the disunity of the forces of the Union of Utrecht and opposition in the north to the intervention of Anjou</li> <li>• <b>The ending of Spain's war in the Mediterranean in 1580 allowed the diversion of resources to the Netherlands while the assassination of Orange in 1584 removed a major figure from Parma's opposition.</b></li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content   |
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| 8        | <p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the success of the Dutch revolt in the years 1585-1609 was due largely to the declining power of Spain.</p> <p><b>Arguments and evidence that Spain's declining power in the years 1585-1609 was important to the success of the Dutch revolt should be analysed and evaluated. Relevant points may include:</b></p> <ul style="list-style-type: none"> <li>• Diverting troops from the Netherlands enabled Dutch gains – <b>Parma's</b> absence in France led to the fall of Zutphen and Nijmegen for example</li> <li>• <b>Philip II's promise to Parma that Spanish troops would be paid regularly</b> was broken – as a result, Spanish troops mutinied on over 40 occasions between 1589 and 1607</li> <li>• <b>The mutiny of Spinola's army in 1606, after he had achieved some success,</b> contributed directly to the truce of 1607 and eventual recognition of the independence of the northern provinces.</li> </ul> <p>Arguments and evidence that there were other factors important to Dutch success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Help from foreign allies such as Elizabeth I and Henry IV was crucial to the survival of the Dutch cause especially in the 1580s and 1590s</li> <li>• The military successes of Maurice of Nassau and the political skills of Oldenbarnevelt also contributed to the continuation of the rebellion</li> <li>• The booming economy of the northern provinces helped finance the military campaign especially when foreign aid was lacking (after England made peace with Spain in 1604 for example)</li> <li>• The growth of Calvinism in the north contributed to increasing unity and cohesion, and the determination to resist Spain.</li> </ul> <p>Other relevant material must be credited.</p> |