

Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (9HI0/2B)  
Advanced

Paper 2: Depth study

Option 2B.1: Luther and the  
German Reformation, c1515-55

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

## Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8–12</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 utility 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 but with limited justification.</li> </ul>
<b>4</b>	<b>13–16</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, although treatment of the two sources may be uneven.</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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing 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 secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</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.
1	1–3	<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>
2	4–7	<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 focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but 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>
3	8–12	<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>
4	13–16	<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>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

### Option 2B.1: Luther and the German Reformation, c1515–55

Question	Indicative content
1	<p>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.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on contemporary objections to the sale of indulgences in early sixteenth-century Germany.</p> <p><b>Source 1</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• The writer is an informed religious observer of the preaching of indulgences, so potentially offering genuine insights into contemporary objections to their sale</li> <li>• The account is confined to Tetzels activities in Annaberg, so potentially only limited conclusions about contemporary objections can be drawn</li> <li>• The author's Lutheran and retrospective stance are likely to have influenced the criticisms made of the sale of indulgences.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the contemporary objections to the sale of indulgences: <ul style="list-style-type: none"> <li>• It provides evidence of the 'unbelievable' claims made for the sale of indulgences ('all the mountains near Annaberg would turn into pure silver', 'in the very moment the coin rang in the coffer, the soul rose up to heaven')</li> <li>• It indicates that critics rejected the sale of indulgences because it seemed to imply that 'God...had bestowed all divine power on the Pope'</li> <li>• It suggests that ordinary people were being exploited through the actions of such preachers ('shameful monk', 'the pope had power to forgive as long as money was put into the indulgence coffer').</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 content. Relevant points may include: <ul style="list-style-type: none"> <li>• The sale of indulgences by Tetzels and other preachers confirmed contemporary criticism of the papacy as a worldly institution which exploited ordinary people</li> <li>• Many rulers would not allow indulgences to be sold in their territories because the system was open to abuse</li> <li>• Nevertheless, many ordinary people accepted indulgences because they seemed to serve a valuable purpose.</li> </ul> </li> </ol> <p><b>Source 2</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• He is an informed religious author, so potentially offering genuine insights into contemporary objections to the sale of indulgences</li> <li>• It is a private letter of protest, so likely to be genuinely-held objections</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The letter appears to be confined to events in 1517, so potentially only limited conclusions about contemporary objections can be drawn.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the contemporary objections to the sale of indulgences:</p> <ul style="list-style-type: none"> <li>• It provides evidence that ordinary people mistakenly assume that indulgences guarantee their salvation ('all sins will be forgiven through a letter of Indulgence', 'the moment the money jingles in the box, souls are delivered from purgatory')</li> <li>• It indicates that the archbishop, by endorsing the sale of indulgences, has misled the people and for this will be held accountable before God ('lead the people into false security', 'for them you will be required to render an account')</li> <li>• It suggests that, through the sale of indulgences, the bishops have strayed from their proper religious mission and should return to bible-based preaching ('Christ has nowhere commended Indulgences to be preached, only the Gospel').</li> </ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Luther regarded papal-authorized letters of indulgence, which purported to reduce the time spent in purgatory, as corrupt, mercenary and insulting to God</li> <li>• Contemporary objections were fuelled by the knowledge that profits from the sale of indulgences in Germany would help fund the building of St Peter's Basilica in Rome</li> <li>• Luther's 95 Theses (1517), published at the same time, tapped into and mobilised more general popular resentment, e.g. indulgences were attacked as symptomatic of the papacy's financial methods.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• There is agreement that the church, through the sale of indulgences, was misleading and exploiting ordinary people</li> <li>• They suggest that the church, through this practice, had deviated from its true religious mission</li> <li>• Both sources offer only a Lutheran perspective on indulgences.</li> </ul>

**Option 2B.2: The Dutch Revolt, c1563–1609**

Question	Indicative content
2	<p>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.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the origins of the revolt.</p> <p><b>Source 3</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• It was designed as an appeal to the Ghent magistrates, which suggests a level of Calvinist grievance</li> <li>• The petition considers only the religious situation in Ghent in May 1565</li> <li>• The partisan nature of the source is evident from the use of emotional language to reinforce points ('criticise the Papists', 'bring light to their dark spirits', 'persist in the sin of unbelief').</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the revolt: <ul style="list-style-type: none"> <li>• It provides evidence that the Calvinists considered themselves to be unfairly restricted in their religious activities ('grant us a church or a house, where we may be allowed openly to preach the gospel')</li> <li>• It suggests that the Calvinists wanted to engage in religious debate to undermine the Catholics ('so that every workman... judge which party follows the truth')</li> <li>• It indicates their concern that their Catholic rulers, notably King Philip, were not following the correct religious path ('persist in the sin of unbelief').</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 content. Relevant points may include: <ul style="list-style-type: none"> <li>• The rapid spread of Calvinism in the early 1560s, particularly in the southern provinces</li> <li>• The Brussels government relaxed the anti-heresy laws to reflect the growth of Protestantism</li> <li>• In 1565, Philip II refused to abandon his strident Catholic stance and rejected the relaxation of the anti-heresy laws in the Netherlands.</li> </ul> </li> </ol> <p><b>Source 4</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• It is a private letter from the king, so potentially expresses genuinely-held views about the religious and civil unrest in the Netherlands</li> <li>• It was sent to the Governor, so effectively is royal instructions on how to control the situation in the Low Countries</li> <li>• The Catholic stance of the author influences the way in which religious dissent in the Netherlands is portrayed ('The cause of the past evil and its subsequent growth and advance', 'insubstantial objections raised by the inhabitants of Bruges against Titelman').</li> </ul> </li> </ol>

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the origins of the revolt:</p> <ul style="list-style-type: none"> <li>• It provides evidence that Philip refused to consult key individuals and institutions in the Netherlands about how to handle the unrest ('To ask... would be a considerable waste of time since my mind is made up' )</li> <li>• It indicates that the king expected the Governor to mount an uncompromising defence of Catholic interests in the Low Countries ('this is no time to make any alteration')</li> <li>• It suggests that Philip was convinced that this hard-line approach was the only way to maintain Spanish control over the Netherlands ('I assure you that my orders are designed for the welfare of religion and of my provinces').</li> </ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Philip II's policy of suppressing heresy in the Netherlands brought him into conflict with local governing bodies, e.g. opposition to the establishment of the Inquisition to enforce anti-heresy laws in 1565</li> <li>• Over key issues (including religion) Margaret of Parma followed Philip's policies dictated from Madrid, which went against Dutch traditions by promoting greater centralisation of power</li> <li>• The lack of consultation led some Dutch nobles, notably Egmont, Hoorn and William of Orange, to oppose Spanish rule openly</li> <li>• There were other reasons for the revolt, e.g. economic discontent in the mid-1560s due to depression in the Flemish textile industry, the collapse of Baltic trade and a poor harvest.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Agreement that religious differences played an important role in starting the revolt</li> <li>• They reveal that Catholicism and Calvinism were both determined to undermine their religious rivals</li> <li>• Both sources contain strident language, which reinforces the Catholic-Calvinist differences.</li> </ul>

## Section B: indicative content

### Option 2B.1: Luther and the German Reformation, c1515–55

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on the suggestion that the Peasants' War of 1525 was the turning point in Luther's influence over the German Reformation.</p> <p>Arguments and evidence for the Peasants' War of 1525 being the turning point in Luther's influence over the German Reformation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Up to 1525 Luther developed his challenge, successfully resisting the papacy and working under Frederick the Wise's protection</li> <li>• His conservative stance over the Peasants' War lost him popular support and reduced his influence</li> <li>• Luther's inability to reconcile differences among the reformers over the Eucharist in the late 1520s was an indicator of his reduced influence</li> <li>• His failure to effectively counter the growth of Calvinism in areas of Germany bordering the Netherlands was a further indicator of his reduced influence.</li> </ul> <p>Arguments and evidence for the Peasants' War of 1525 <i>not</i> being the turning point in Luther's influence over the German Reformation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• His stance on the Peasants' War strengthened his support among the German princes, several of whom were committed Lutherans</li> <li>• He continued to exert influence after 1525, e.g. the <i>German Mass</i> 1526 and by 1534 his <i>September Testament</i> had sold 200,000 copies</li> <li>• Luther continued to publish influential works, e.g. his translation of the Old Testament in 1534</li> <li>• Luther's <i>Large Catechism</i> and <i>Small Catechism</i> 1529 revealed his continuing influence since they were widely used in churches and homes.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement on the suggestion that the survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to the support of the German princes than to Charles V's inability to oppose it effectively.</p> <p>Arguments and evidence that the survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to the support of the German princes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Frederick the Wise of Saxony provided Luther with a safe haven in Saxony</li> <li>• The conversion of individual princes (e.g. Philip of Hesse in 1526) undermined Charles V's attempts to suppress Lutheranism</li> <li>• The Schmalkaldic League (1531) and the Regensburg Colloquy (1541) confirmed the unwillingness of Protestant princes to compromise</li> <li>• The success of the second League of Torgau (1550) in challenging Charles V</li> <li>• Lutheran rulers challenged the Catholic Church's authority by secularising church lands and by establishing Lutheran church structures</li> <li>• The compromise of the Peace of Augsburg (1555), which established a bi-confessional Germany.</li> </ul> <p>Arguments and evidence that the survival and spread of Lutheranism in Germany, in the years 1521–55, owed more to Charles V's inability to oppose it effectively should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Charles never exercised more than nominal power over the Holy Roman Empire: power was shared with princes, knights, church leaders and cities</li> <li>• He was distracted by political and religious difficulties in the Netherlands, and the conflict with Valois France, especially in Italy</li> <li>• Charles was also preoccupied with the threat to European security posed by the Ottoman Empire</li> <li>• Although he had significant military success at Muhlberg (1547) against the Schmalkaldic League, he was unable to exploit it</li> <li>• Eventually he was forced to accept the Peace of Augsburg (1555), which made the Lutheran schism permanent and established a bi-confessional Germany.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 2B.2: The Dutch Revolt, c1563–1609**

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement about how far the Duke of Parma's skill as a general and diplomat was chiefly responsible for the re-establishment of Spanish control over the southern provinces of the Netherlands in the years 1579–85.</p> <p>Arguments and evidence for Parma's skill as a general and a diplomat being chiefly responsible for the re-establishment of Spanish control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parma's skilful diplomacy with Hainault, Walloon Flanders and Artois led to the Treaty of Arras (1579), which made several concessions to Spanish authority</li> <li>• He was able to secure a base in Hainault from where he planned the re-conquest</li> <li>• Backed by Spanish money and reliable troops, Parma had considerable success, e.g. he forced the surrender of Brabant and Flanders</li> <li>• Parma organised a brilliant siege of Antwerp (1585) which completed the re-establishment of Spanish control over the southern provinces.</li> </ul> <p>Arguments and evidence for other factors being chiefly responsible for the re-establishment of Spanish control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The extreme disorganisation of the Union of Utrecht, whose members often acted independently of each other</li> <li>• The Union's military difficulties, including a poor command structure</li> <li>• The impact of the assassination of William of Orange (1584)</li> <li>• The involvement of Anjou (with the support of Elizabeth I of England) in the affairs of the Netherlands.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>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.</p> <p>Candidates are expected to reach a judgement on how far Philip II's decisions to take action against England and France contributed to Spain's failure to prevent the United Provinces gaining independence by 1609.</p> <p>Arguments and evidence that Philip's decisions to take action against England and France did contribute to Spain's failure to prevent the United Provinces gaining independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Philip's decisions to take action against England (the Armada, 1588) and France (issue of Huguenot succession, 1589) effectively made the Dutch Revolt a lower priority</li> <li>• Philip ended up fighting on three separate fronts, which made it increasingly difficult to defeat the United Provinces, e.g. Parma was diverted to France</li> <li>• His preoccupation with England and France drained Spanish coffers and after 1589 mutinies (due to non-payment) began to paralyse his armies in the Netherlands</li> <li>• Philip's English and French ventures contributed greatly to Spain's bankruptcy (1596), which ultimately forced Spain to recognise the independence of the United Provinces.</li> </ul> <p>Arguments and evidence that other factors contributed to Spain's failure to prevent the United Provinces gaining independence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Leadership of Maurice of Nassau, e.g. reformed the Dutch army and achieved key victories at Turnhout (1597) and Nieuwpoort (1600)</li> <li>• The reorganisation of the States General into an effective body under the leadership of Jan van Oldenbarneveldt</li> <li>• The growing wealth and resources of the northern provinces</li> <li>• English assistance (troops and money) to the Dutch in the 1590s contributed to military victories, e.g. Groningen (1594).</li> </ul> <p>Other relevant material must be credited.</p>