



Pearson
Edexcel

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In History (8HI0/2B)

Paper 2: Depth study

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

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

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General Marking Guidance

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

Generic Level Descriptors

Section A: Questions 1(a)/2(a)

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.
1	1–2	<ul style="list-style-type: none">• 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.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little, if any, substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.• 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.
3	6–8	<ul style="list-style-type: none">• 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.• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• 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.

Section A: Questions 1(b)/2(b)

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.
1	1–2	<ul style="list-style-type: none">• 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.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• 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.
3	6–9	<ul style="list-style-type: none">• 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.• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• 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.
4	10–12	<ul style="list-style-type: none">• 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.• 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.• 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.

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	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Section A: indicative content

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

Question	Indicative content
1(a)	<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 the source to consider its value for an enquiry into the position of Luther following the Diet of Worms in 1521.</p> <ol style="list-style-type: none">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">It indicates that Luther is condemned as a heretic due to his refusal to conform to the Church's teachings ('notorious heretic', 'errors...true Christian beliefs', 'foul and ridiculous')It provides evidence that Charles will proceed to enforce the sentence of excommunication issued by Pope Leo X within the Empire ('sentence and condemnation...immediate effect')It indicates that Luther is to be arrested and delivered to Charles for punishment ('refuse to assist', 'take him prisoner...deliver him to us') and that his works are to be eradicated ('no one...defend them').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">As an Edict of the Holy Roman Empire, issued in the name of the Emperor himself, it can be expected to carry great weight and be widely obeyedIssued immediately after the Diet of Worms, it indicates Charles's determination to move quickly against the Lutheran heresyThe strong and uncompromising language of the Edict indicates that Charles sees Lutheranism as a real danger.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">Pope Leo X finally excommunicated Luther in January 1521 but needed the support of Emperor Charles V to enforce the sentence – in turn Charles required the full cooperation of the Electors and princes of the EmpireHaving promised to consult the princes in the Capitulation in 1519, Charles granted him safe passage to and from Worms in April 1521 - however Luther refused to recant despite the huge pressure put on himThe Edict of Worms, drafted in large part by the papal legate Cardinal Aleandro, placed Luther under an Imperial Ban – now an outlaw in the Empire, it was expected that he would be quickly captured and executedReturning from Worms, Luther was 'kidnapped' by Duke Frederick and held in direct contravention of Charles's orders – when he emerged, his support was such that enforcement of the Edict proved impossible.

Question	Indicative content
1(b)	<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 source in relation to an enquiry into the condition of the Catholic Church in early sixteenth-century Germany.</p> <ol style="list-style-type: none"> 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"> • It is written by someone whose works sold widely in early sixteenth-century Germany indicating that his opinions must have had considerable support, in educated circles at least • As an internationally-famous humanist scholar, Erasmus can be expected to have been well informed about the condition of the Church and well placed to offer valid criticism • Like other prominent humanists, Erasmus used satire as a means of illustrating his call for Church reform, therefore there may be a degree of exaggeration in his descriptions of the clergy. 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"> • It implies that the Church is in a poor condition because the clergy are incapable of carrying out their duties due to ignorance ('uneducated...read', 'haven't understood') and corruption ('crude and shameless behaviour') • It suggests that the Church in Germany is in a parlous state because the clergy have lost the support and respect of their communities ('chance meeting...bad luck', 'begging...nuisance of themselves in every inn') • It suggests that the corruption of the ordinary clergy proceeds from the example and attitude of the papacy ('no attempt to copy Christ's life', 'deadliest enemies of the Church', 'poisonous way of life'). 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"> • The condition of the Church in early sixteenth-century Germany was commonly criticised, as the circulation of publications such as the <i>Reformatio Sigismundi</i> and <i>Reynard the Fox</i> illustrate • At the heart of anti-clerical discontent was the condition of the parish clergy, which was felt by many to be riddled by abuses, also the poor example and leadership of Renaissance Popes like Alexander VI and Julius II • Humanist critics in Germany, such as Erasmus, Hutten and Celtis, called for a general reform of the Church that would include raising the quality of the clergy through the eradication of the abuses and better training and education • Though the abuses were common, the degree to which they were thought a problem by the laity has been exaggerated – also there were very many examples of pious and hard-working priests.

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

Question	Indicative content
2(a)	<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 the source to consider its value for an enquiry into the opposition to Spanish rule in the Netherlands in 1579.</p> <ol style="list-style-type: none">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">• It provides evidence that those provinces signing the treaty remain strongly opposed to the manner in which Philip II is ruling the Netherlands and see themselves as being under attack ('all acts of violence...King Philip')• It suggests a continuing determination to resist Spanish rule by the statements of unity ('as if they were but one province', 'unanimous consent') and mutual assistance ('assist each other', 'support...each other')• It suggests that there will be a degree of common government amongst the opposition to Spanish rule by their agreement to tax ('meet the expenses') and military co-operation ('decided that...strengthened').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">• As a treaty agreed on by several of the provinces in the Netherlands it will reflect the views of many Dutch people, though by no means all• It was agreed in January 1579 just as Spanish efforts to win back control of the Netherlands were renewed through the Union of Arras, signed earlier in January 1579• The language of the treaty suggests unity, defiance and a resolute determination to prepare thoroughly for an expected attack.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">• The Union of Utrecht was signed by the northern provinces of the Netherlands, like Holland and Zeeland, together with several areas further south such as the cities of Antwerp, Ghent and Brussels• The treaty was agreed shortly after Parma had persuaded southern provinces to sign the Union of Arras, which promised to wipe clean the recent history of Spanish misrule in return for a renewed acceptance of Philip's government• The purpose of the Union of Utrecht was to encourage closer cooperation between provinces still opposed to Spain following the failure of both Orange and Anjou to bring unity, and in expectation of Parma's counter-attack• Though the treaty suggests unity of purpose, there remained huge divisions between the so-called 'united provinces', over religion in particular, which badly disrupted their ability to resist Parma.

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

Question	Indicative content
2(b)	<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 source in relation to an enquiry into Orange's reasons for invading the Netherlands in 1568.</p> <ol style="list-style-type: none">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">• Issued in the name of William of Orange to the people of the Netherlands, the pamphlet gives his public reasons for invading in the hope of justifying his actions though will not reveal any personal interests• Published on the eve of his invasion, following the failure and defeat of his brother Louis by Alva, it is intended to act as an encouragement to the people to support his cause despite its setbacks• The language of the pamphlet is assertive, attempting to make a clear and unanswerable case in opposition to the manner of Philip II's governance of the Netherlands by Alva.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">• It claims that Spain is in contempt of the manner in which the Netherlands have been governed for centuries by breaching its traditional rights and privileges ('those who have ruled us...rights and privileges.')• It provides evidence of Orange's belief that some in Spain have attempted, over a period of decades, to introduce an autocratic form of government in the Netherlands ('tyranny', 'oppressors', 'unbearable slavery')• It implies that attempts to destroy Dutch privileges and traditions have worsened still further under the rule of the Duke of Alva ('since the Duke arrived', 'cruel', 'Our privileges and rights...lying destroyed.')• It claims that as a result of the Spanish abuses, the Dutch people are freed from obedience to Philip ('owe obedience...privileges are protected') thus implying that rebellion is justified.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">• The widespread belief in the Netherlands that their ways of government, observed for centuries, were under sustained attack by Philip II's autocratic tendencies was central to opposition to Spanish rule throughout the 1560s• The appointment of Alva in 1567, and his ruthless determination to enforce obedience through the Council of Troubles, forced Orange into exile but made him the obvious leader of Dutch opposition to Spanish rule• Though a prominent critic of Spain in the 1560s, many regarded Orange as insincere in his defence of Dutch privileges and of religious liberty – he had a great deal to gain personally from a successful invasion• The first attempts to dislodge Alva in 1568 gained little support from the people and ended in embarrassing failure – Orange's own personal invasion in October was similarly ineffective and he remained in exile.

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 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 the imperial election of 1519 hindered the attempts of Luther's opponents to deal effectively with his challenge in the years 1517-20.</p> <p>Arguments and evidence that the imperial election of 1519 did hinder the attempts of Luther's opponents to deal effectively with his challenge in the years 1517-20 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Maximilian had failed to secure the succession for his grandson when he died in January 1519 - Charles was forced to compete for it at a crucial time during which Luther may still have been effectively countered• The competition hindered the opposition to Luther by creating serious divisions, e.g. Pope Leo X courted the Elector Frederick the Wise as a candidate against Charles while some German princes supported Francis I• Leo's encouragement of Frederick, Luther's sponsor, led to papal action against Luther being effectively halted even before Maximilian's death, e.g. the pressure to send Luther to Rome for judgement was lifted• To secure his election Charles was forced to sign the Capitulation, promising to consult the princes on important matters – this forced him to call the Diet of Worms before taking decisive action against Luther. <p>Arguments and evidence that the imperial election of 1519 did not hinder the attempts of Luther's opponents to deal effectively with Luther in the years 1517-20 and/or that other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The imperial election occupied only a matter of months during this period (January to June 1519) and so did not seriously hamper the campaign against Luther• Important opportunities had already been lost to deal with Luther well before Maximilian's death, e.g. Albrecht's failure to respond to Luther's letter in 1517 and Leo's lack of appreciation of Luther's threat in 1518• The mistakes of those who debated with Luther hampered the campaign against him, e.g. Cajetan added to Luther's support by his bullying tone, while Eck forced Luther to clarify and extend his criticisms of the Church• Even after Charles's election in June 1519, the Church was slow to act and did not condemn Luther fully – <i>Exsurge Domine</i> was not issued until June 1520 and stopped short of excommunicating him. <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</p>

	<p>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 important the writings of Luther himself were in the development of Lutheran beliefs in the years 1520-46.</p> <p>Arguments and evidence that the writings of Luther himself were important in the development of Lutheran beliefs in the years 1520-46 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther’s three Reformation Treatises of 1520 were vital in the establishment of Lutheran beliefs, fleshing out his views on the sacraments, justification by faith and the priesthood of all believers • His translation of the Bible into German, completed in 1534, was essential in the development of Lutheran beliefs - the availability of a vernacular Bible facilitated the salvation of ordinary people by faith alone • Luther’s condemnation of radicalism in his writings of 1524-25 ensured that Lutheran beliefs would develop conservatively and under the protection and sponsorship of the German princes • Luther’s writings, all spread widely by the printing press, were hugely influential in the development of Lutheranism, e.g. the German Mass, the Catechisms, and numerous hymns, letters and pamphlets. <p>Arguments and evidence that the writings of Luther himself were not important and/or that there were other important reasons for the development of Lutheran beliefs in the years 1520-46 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther’s writings declined in number and importance as Lutheranism developed in the 1530s – also the combative nature of Luther’s writings may have been counterproductive, e.g. his stance on the Eucharist • The works of Melancthon were important to the development of Lutheran beliefs throughout this period, most notably the Loci Communes of 1521 and his drafting of the Augsburg Confession in 1530 • Bugenhagen’s development of the Saxon Model in the 1530s gave order and clarity to the implementation of Lutheran beliefs throughout Germany with regard notably to church government, church services and education • The development of Lutheran beliefs was aided by the formation and early success of the Schmalkaldic League, which allowed Lutheranism a protective cover under which it could thrive. <p>Other relevant material must be credited.</p>
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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>

Candidates are expected to reach a judgement on the extent to which Pope Paul III was responsible for the failure of the Catholic Church to respond effectively to Lutheranism in the years 1531-55.

Arguments and evidence that Pope Paul III was responsible for the failure of the Catholic Church to respond effectively to Lutheranism in the years 1531-55 should be analysed and evaluated. Relevant points may include:

- As Pope in the years 1534-49, Paul personally epitomised the corrupt image of the papacy held by the Church's critics and gave wide scope to Lutheran propagandists, e.g. fathering five children by his mistress
- Though aware of the failings of the Church and having established the *Consilium* in 1536, Paul chose to ignore its recommendations largely because they threatened the sources of papal income
- Paul failed to use the authority of his office to seek compromise with the Lutherans at the Colloquy of Regensburg in 1541 and backed the uncompromising decrees issued at Trent in the years 1545-47
- His involvement in the Franco-Spanish Wars in Italy, largely pursuing his own Farnese interests, helped further divide the major Catholic powers and stymied Charles's ability to destroy Lutheranism in Germany.

Arguments and evidence that Pope Paul III was not responsible for the failure of the Catholic Church to respond effectively to Lutheranism in the years 1531-55, should be analysed and evaluated. Relevant points may include:

- Paul's efforts to find an effective response were seriously compromised by both Charles's ongoing dynastic wars with France and the deep divisions within the Curia on whether or not to seek compromise with Lutheranism
- Paul fully understood the need for reform of the Catholic Church in order to respond effectively to Lutheranism and set an example by ordering bishops to become resident and promoting the reforming orders
- Paul sought continuously to call a General Council of the Church to respond to the Lutheran threat, failing in 1536 due to Charles's war against the French but succeeding in 1545
- By recognising the Jesuits as an order of priests answering only to the papacy in 1540, Paul established the model for an educated and dedicated priesthood able to respond effectively to Lutheranism in Germany.

Other relevant material must be credited.

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

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 Orange's invasion of the Netherlands in 1572 was a success.</p> <p>Arguments and evidence that Orange's invasion of the Netherlands in 1572 was a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The invasion was planned and timed successfully – extensive propaganda highlighting Alva's evil rule prepared the way for the attack, which encouraged the Dutch to resist Spanish rule• The speed of Louis's advance in the south, and Alva's fear of an attack from France, which was temporarily sympathetic to Orange, led to Spain's neglect of the northern provinces with major long-term consequences• Orange's promises to the Dordrecht meeting in July 1572 successfully set the template for lasting opposition to Spanish rule, notably the primacy of Dutch privileges and religious toleration• Orange's ability to hold Holland and Zeeland created a base for continued rebellion against Spanish rule – in consequence, stretched financially and failing to retake them, Alva was discredited at home and recalled. <p>Arguments and evidence that Orange's invasion of the Netherlands in 1572 was not a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The invasion failed to destroy Philip II's rule in the Netherlands – after some early successes, Orange's forces were roundly defeated and only the victories of the Sea Beggars in 1572 saved his cause from disaster• The St Bartholomew's Day Massacre robbed Orange of crucial French support, leaving his forces short of funds and forced on the defensive in the poorer north as most provinces hastened to side with Alva• Orange's announcement of his conversion to Calvinism in 1573 may have helped shore up his position in Holland and Zeeland but added to doubts about his sincerity, which never went away• Though he retained control of Holland and Zeeland, Orange's position remained precarious in 1573, dependent largely on the weaknesses of the Spanish crown and the inclination of foreign rulers to support him. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<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 extent to which Requesens' failure to defeat the northern provinces in the years 1573-76, was due to the financial weakness of the Spanish crown.</p> <p>Arguments and evidence that Requesens' failure to defeat the northern provinces in the years 1573-76, was due to the financial weakness of the Spanish crown should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Requesens faced major financial problems on his appointment – as a result of the lack of support from Spain and the huge cost of keeping his army in the field, he was forced to continue the hated Tenth Penny • The cost of Philip's campaigns against the Ottomans in the Mediterranean meant that Requesens' successful campaign of 1574, which included the significant victory at Mookerheyde, was cut short for lack of money • Philip declared bankruptcy in 1575, again interrupting Requesens' military action in Gelderland – this meant that his armies in the Netherlands had little prospect of further payment though owed up to two years in arrears • Mutinies began in 1574, and escalated in 1575, seriously disrupting Requesens' progress – they spread further after Requesens' death in March 1576 with the widespread sacking of towns, notably Antwerp. <p>Arguments and evidence that Requesens' failure to defeat the northern provinces in the years 1573-76, was not due to the financial weakness of the Spanish crown should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Requesens was seriously hampered by the refusal of Philip II to consider anything other than the complete defeat of the rebels – though more favourable to negotiation, he was forced to continue Alva's failed strategy • Though Philip did allow some talks at Breda in 1575, they were doomed by the king's opposition to religious toleration, forcing Requesens to press on with a military solution without the funds to make it a success • Requesens was stymied by his overwhelming reliance on foreign mercenaries who were difficult to motivate and control – in contrast, the rebels were increasingly united and motivated by religion • Requesens' failure was in part due to other factors such as the use of geography by the rebel provinces, e.g. the opening of the dykes at Leiden in 1575, and the role of Orange as a viable alternative to Spanish rule. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<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 accuracy of the statement that the consequences of the negotiations between Spain and the United Provinces in the years 1607-09, were good for both sides.</p> <p>Arguments and evidence that the consequences of the negotiations between Spain and the United Provinces in the years 1607-09, were good for both sides should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The truce enabled Phillip III to confront his most recent bankruptcy, declared in 1607, by reducing the considerable costs of fighting the war against the Dutch • It enabled the United Provinces, whose military costs more than doubled in the first decade of the new century, to retrench financially and reduce the burdens of war on their citizens • Having lost the active support of two major allies in the years before the truce, France in 1598 and England in 1604, the truce allowed United Provinces badly-needed breathing space with which to consolidate • Once it became clear in 1607 that Spain was willing to negotiate and to concede the <i>de facto</i> independence of the United Provinces for at least 12 years, a truce was an obvious choice for the rebel leaders. <p>Arguments and evidence the consequences of the negotiations between Spain and the United Provinces in the years 1607-09, were not good for both sides should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Spain was effectively conceding the independence of the rebel provinces – after decades of costly war to prevent this, this major admission of Spain's weakness could not have been 'good' for Philip III • Conceding the independence of the United Provinces meant conceding the principle of religious toleration in a part of the Habsburg Empire, something which would not have been thought 'good' for Spain • The successes of the United Provinces before 1600 had encouraged many to hope that the full removal of Spanish rule from all the Netherlands was possible – the truce effectively conceded that this would not happen • Many radical Protestants in the United Provinces would not have seen the truce, as opposed to the outright defeat of a major Catholic power, as 'good'. <p>Other relevant material must be credited.</p>

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