



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/2B)
Advanced Subsidiary

Paper 2: Depth study

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2019

Publications Code 8HI0_2B_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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 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.
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 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.
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
1a	<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 Lutherans in Germany in 1555.</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 indicates that Lutheran states are to be allowed to exist in peace, free from threat from the Emperor or other Catholic states or princes ('let neither...Augsburg Confession', 'enjoy their religious belief...peace')• It provides evidence that individual Lutherans will be able to move freely from Catholic states to those ruled by Lutherans ('people and their families...hindered in any way')• It implies that there is no freedom of conscience for Lutherans living in Catholic states – only Lutheran states are to be allowed toleration and individuals will have to move if necessary.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">• It is an official document that had the agreement of very senior figures (Charles V and leaders of the Schmalkaldic League) – backed by Imperial force, it was likely to be widely respected in the short term at least• As a peace reached after many years of strife, it is likely to reflect what both sides are willing to accept in the circumstances even though it is certainly not what Catholics originally wanted or that to which Lutherans ultimately aspired• The conciliatory language may indicate a sincere desire to end the conflict, or that one or both of the sides involved sees this as a stopgap until circumstances change in their favour.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 Peace was agreed only when the Habsburgs conceded that they could not defeat the Lutherans in the face of renewed hostility from France and the Ottomans – it did not imply their acceptance of Lutheranism in the Empire• Key to the agreement was a recognition that the rights and privileges of the princes and other states had to be confirmed in order to re-establish the Habsburg position, hence the principle of '<i>cuius regio, eius religio</i>'• As subsequent decades of religious strife demonstrated, the Peace did not permanently guarantee Lutherans a peaceful exercise of their faith and both sides fought to improve it to their own advantage as soon as it was agreed• The major issues not settled permanently included the status of former church lands, the position of bishops who converted from one faith to the other, and the balance of the two faiths in Imperial courts and governance.

Question	Indicative content
1b	<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 attitude of the Catholic Church towards Lutheranism in Germany in the 1530s.</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 a senior figure, a cardinal and a recently-appointed papal legate – as such he is likely to reflect attitudes to Lutheranism at a very high level in the Catholic Church • The language of the letter is uncompromising and aggressive, seeking to instruct the Emperor in his dealings with the Lutherans and leaving no doubt as to the church's intentions • Written at the time of the calling of the Imperial Diet in 1530, it is clearly intended to forestall any attempts at compromise with Lutheranism at Augsburg. 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 indicates that Campeggio, as the Pope's representative, is hostile to Lutheranism ('scoundrels', 'poisonous weeds', 'devilish and heretical') • It contains evidence that he is determined to stamp out Lutheranism rather than seek any form of compromise ('pursue them', 'excommunicate them', 'utterly destroy') • The source indicates that the church sought to return all Lutherans to the Catholic faith by force if necessary ('forced to return...or totally ruined', 'effective investigators...opinions'). 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 leaders of the Catholic Church had regarded Luther as a heretic from the start and had sought to enforce the Edict of Worms in full rather than admit any merit in his criticisms and teachings • Though the Diet of Augsburg discussed the Augsburg Confession as a basis for Lutheran-Catholic reconciliation, it failed to establish common ground on key issues and the '<i>zelanti</i>' remained in the ascendant • There were some in the Catholic Church, such as Contarini and Pole, who believed that Luther's criticisms had some validity and that reform was necessary – the Consilium of 1536–37 reflected their views • The papacy and most leading churchmen remained hostile to Lutheranism during the 1530s seeking to encourage Charles V to seek a military solution to the increasing spread of Luther's support.

Option 2B.2: The Dutch Revolt, c1653–1609

Question	Indicative content
2a	<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 Philip II's attitude towards Protestantism in the 1560s.</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 states that Philip is fully opposed to Protestantism, referring to Luther, Calvin and their supporters as heretics 'condemned by the Holy Church'• It indicates that Philip is determined to prevent the practice and spread of Protestantism in the Netherlands ('No one...writings', 'illegal gatherings...conspiracies', 'forbid all persons...respected university')• It suggests Philip's determination to destroy Protestantism in the Netherlands by the calm severity of the punishments outlined – Protestants are to be executed, even if they recant.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">• It is an Edict issued in Philip's name and, given his preference for a direct role in government, is very likely to reflect his own personal opinions• Issued soon after coming to the throne, it suggests Philip's priorities and his determination to assert his authority in the Netherlands on succeeding his father• The language of the Edict is uncompromising suggesting absolute conviction in his beliefs.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">• Philip was a devout Catholic, fully committed to the Tridentine reforms, which he tried to introduce in the Netherlands, and often behaved as if the interests of the church and those of his own dynasty were one and the same thing• There were already strict heresy laws, which, though successful in containing Protestantism under Charles, were only patchily enforced due to the political peculiarities of the Dutch state – Philip had little time for such a situation• In his first decade as ruler, Philip strongly encouraged the work of the Inquisition and supported the reform of the bishoprics in order to help destroy Calvinism, which was growing strongly in the 1560s• Though his religious policy contributed to increasing political tension, he consistently instructed Granvelle and Margaret of Parma not to compromise, even if this risked inflaming the situation.

Question	Indicative content
2b	<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 responsibility for the Iconoclastic Fury in 1566.</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 was initially published anonymously probably to disguise the fact that the author was a Calvinist and likely to defend his co-religionists • The account was published in 1567, in the year following the Iconoclastic Fury and once the consequences of the event were being felt – he may be seeking to ameliorate the situation by spreading the blame • The author claims to have been an eyewitness to some of the image-breaking he describes adding to the veracity of the account. 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 indicates that some of those involved were Protestants ('I admit...Protestant religion') but not exclusively ('I also assert...weren't') • It claims that both the religious and temporal authorities had a hand in instigating the Fury ('magistrates sent along their officers', 'started by the priests themselves') and the crowds spontaneously joined in • It implies that image-breaking was part of a long-standing Catholic conspiracy to discredit Protestantism ('get the authorities...number of times') and that the authorities sustained the unrest after it had begun to die down. 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 origins of the Iconoclastic Fury lay in Calvin's objection to religious imagery and the growing confidence of Calvinists in the Netherlands • Image-breaking began in August 1566 in west Flanders, where numbers of Huguenot exiles had settled, and spread widely in September, often encouraged by Calvinist nobles • Evidence that some image-breakers were paid by Calvinist ministers (and included Catholics desperate for income) led to claims that the Fury was a coordinated attempt to promote their cause in the Netherlands • The Fury led to further political instability – Margaret of Parma proved unable to deal with claims from the Grandees for toleration, leading Philip II to raise an army both to reassert his authority and the primacy of Catholicism.

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 anti-papal feeling was responsible for discontent with the Catholic Church in early sixteenth-century Germany.</p> <p>Arguments and evidence that anti-papal feeling was responsible for discontent with the Catholic Church in early sixteenth-century Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• A succession of popes in the early sixteenth century flagrantly placed political and material considerations before the spiritual – discontent with this was articulated in writings such as '<i>Julius Exclusus</i>'• The financial misconduct of some, e.g. Leo X, added to the feeling that often hard-pressed Germans were paying large sums to Rome simply to fund papal extravagance• The belief that the papacy was dominated by effete and corrupt southern Europeans, in contrast to the plain and honest spirituality of ordinary Germans, was a theme of nationalist writers such as Hutten and Celtis• Many Germans, notably Luther following his visit to Rome in 1510, believed that the lack of a moral lead from the papacy was directly responsible for the lax practices of many German bishops and priests. <p>Arguments and evidence that the anti-papal feeling was not responsible for discontent with the Catholic Church in Germany during the early sixteenth century and/or that other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• German anti-clericalism in the early 1500s focused as much on the abuses of the ordinary clergy as it did on the papacy (e.g. the criticisms of the <i>Reformatio Sigismundi</i> and <i>Reynard the Fox</i>)• Discontent with the church's power and privileges in everyday German life (e.g. its extensive landholdings or the abuse of Benefit of Clergy) was not necessarily linked directly to the papacy• Humanist criticism was more often aimed at the teachings of the church rather than against the papacy as an institution (e.g. Erasmus' '<i>In Praise of Folly</i>' aimed to help purify and reform church teachings)• The number of conscientious bishops and priests in the early sixteenth century, and the many examples of lay support for the church, suggest that the papacy's example and influence were not all pervasive. <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 importance of Luther's character and abilities in the success of his challenge to the Catholic Church in the years 1517–20.</p> <p>Arguments and evidence that Luther's character and abilities were important in the success of his challenge to the Catholic Church in the years 1517–20 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther was a highly-educated man whose detailed knowledge of the church's teaching allowed him to challenge the likes of Cajetan and Eck in debate and convert many learned men, such as Bucer, to the cause of reform • Luther demonstrated a stubborn and brave streak throughout this period enabling him to persist in his challenge despite the increasing severity of the threats against him, notably excommunication and execution • His abilities as a communicator, both orally and in print, made his challenge understood and popular throughout Germany and among all sections of the population • Luther's personal charisma attracted a core of supporters who helped protect him and propagate his challenge, e.g. Staupitz and Melanchthon. <p>Arguments and evidence that Luther's character and abilities were not important and/or that there were other important reasons for the success of his challenge to the Catholic Church in the years 1517–20 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther's aggression and arrogance, demonstrated in the vehemence of his personal attacks on Eck for example, alienated many – some humanists, such as Erasmus, felt he stymied the cause of church reform • His attack on church abuses could not have been successful were it not for the pre-existing levels of anti-clericalism in Germany • The printing press played an important role in the success of his challenge by spreading his opinions cheaply and widely • Luther's challenge would not have been successful were it not for the importance of the actions of others, e.g. the miscalculations of Leo X and the protection of Frederick the Wise. <p>Other relevant material must be credited.</p>

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 on the accuracy of the statement that Luther condemned radicalism in the years 1521–25 mainly to secure the support of the German princes.</p> <p>Arguments and evidence that Luther did condemn radicalism in the years 1521–25 mainly to secure the support of the German princes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther condemned the activities of Carlstadt and the Zwickau Prophets during his absence in the Wartburg as Wittenberg's new reputation for radicalism was alienating Frederick the Wise, his protector • '<i>Against the Robbing and Murdering Hordes of Peasants</i>' makes clear the duty of the lower orders to obey their rulers and to respect property rights, messages likely to endear him to the princes • Luther badly needed the support of the princes to sustain his challenge to papal and imperial authority given the political situation in the Empire and his desire for an orderly and managed reformation • Luther's uncompromising condemnation of the Peasants' Revolt, after initial sympathy with peasant injustices, identified him closely with princes such as Philip of Hesse who played a leading role in its violent suppression. <p>Arguments and evidence that Luther did not condemn radicalism in the years 1521–25 mainly to secure the support of the German princes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther was extremely sensitive to radical demands because of the accusation from his opponents that his religious ideas had encouraged anarchy and were using this to condemn religious reform • Luther condemned Carlstadt and the Zwickau Prophets because he opposed the speed of their religious reformation in Wittenberg and to re-establish his leadership of the reform movement following his absence • Luther's failure to condemn the Knight's Revolt in 1522–23 and his condemnation of landlords in his '<i>Admonition to Peace</i>' (1525) suggest that he was not mainly seeking princely support • The condemnation of the apocalypticism of the likes of Muntzer stemmed from Luther's desire for a gradual and controlled reform of religion, even (at this time) reconciliation within the Catholic Church. <p>Other relevant material must be credited.</p>

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 the executions of Egmont and Hoorn were responsible for opposition to Alva's rule in the Netherlands in the years 1567–73.</p> <p>Arguments and evidence that the executions of Egmont and Hoorn were responsible for opposition to Alva's rule in the Netherlands in the years 1567–73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The executions, to make examples of those who had questioned the direction of Spanish policy, were widely condemned as arbitrary and aggressive, even by Margaret who resigned as Regent as a result• The executions of two of the most prominent Grandees in the Netherlands encouraged further noble resistance to Alva, especially from those who had taken part in opposition to Granvelle and Margaret during the 60s• The executions confirmed that Alva would be both oppressive of Dutch traditions and determined to use violence to re-establish Spanish authority and Catholicism – this galvanised opposition• Following the executions, Orange could not return to the Netherlands for fear of death and so was encouraged to lead the opposition to Alva from abroad, hence the invasions of 1568 and 1572. <p>Arguments and evidence that the executions of Egmont and Hoorn were not responsible for opposition to Alva's rule in the years 1567–73 and/or that there were other causes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Orange's invasion of 1568, hoping to capitalise on opposition created by the executions, was a hopeless failure – his forces had little popular support and Alva asserted his rule relatively easily• The Council of Troubles helped stoke opposition – its use of torture and execution as a means of combating heresy created an atmosphere of denunciation and fear throughout the country• The demands of the Tenth Penny, necessary because of the lack of Spanish funding for Alva's army, led to widespread non-payment – attempts to collect it by force exacerbated economic depression• Alva's ruthless reaction to Orange's invasions, e.g. the massacre at Jemmigen in 1568 and the sacks of Mechelen and Zutphen in 1572, helped strengthen the opposition cause. <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 Spanish policy in the Netherlands changed in the years 1573–84.</p> <p>Arguments and evidence that Spanish policy in the Netherlands did change during the years 1573–84 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Philip II sanctioned negotiations with the rebels in 1575 at Breda, the first time a diplomatic solution had been considered since the outbreak of the revolt, and agreed withdrawal of Spanish troops in the Perpetual Edict • Following the Pacification of Ghent, Parma increasingly used diplomacy to divide provinces potentially favourable to Spanish rule from the rebels, using fear of Calvinism and mistrust of Orange as arguments • Philip's concessions in the Treaty of Arras (including an amnesty for past offences, a confirmation of Dutch customs and privileges, and a promise to limit taxation) were a significant departure from his previous hard line • Parma skilfully used financial inducements to reduce opposition, e.g. he bought off the remnants of the army of the States-General in 1579 and then successfully bribed the governor of Mechelen to open its gates. <p>Arguments and evidence that Spanish policy in the Netherlands did not change during the years 1573–84 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout these years, Philip II remained committed to the complete defeat of the rebellion and the re-establishment of both obedience to his rule and a Catholic Netherlands • Military force remained central to the Spanish vision of victory under Requesens, Don John and Parma – Spanish troops remained the backbone of Philip's forces throughout these years despite temporary withdrawals • Parma's use of diplomacy centred on those provinces amenable to Spanish and Catholic rule and was a means of effecting military victory by dividing and then conquering the Dutch provinces • Spain's diplomatic concessions were consistently pragmatic and easily reversed, e.g. foreign troops were withdrawn as part of the Perpetual Edict (1577) and Treaty of Arras (1579) but quickly reintroduced. <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 formation of the Dutch East India Company was the most important factor in the growing power of the United Provinces in the years 1584–1609.</p> <p>Arguments and evidence that the creation of the Dutch East India Company was an important factor in the growing power of the United Provinces in the years 1584–1609 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The company enhanced the United Provinces' reputation for wealth creation and so helped attract greater numbers of incomers – this significantly boosted the taxation base and contributed to the war effort • The immediate success of the company, seen in its rising returns to shareholders, enabled significant capital accumulation – this allowed military expenditure to rocket through the issue of government bonds • By its success, the company helped further the political ends of the United Provinces – international recognition of their independence was hastened by the prominent role it played in the European economy • The company rapidly became a focus for national pride enhancing political unity and cohesion in the United Provinces. <p>Arguments and evidence that the formation of the Dutch East India Company was not important in the growing power of the United Provinces in the years 1584–1609 and/or that there were other reasons for this growing power should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Netherlands had a tradition of international trade before the company was founded in 1602 and markets in the Baltic, Africa, the Caribbean and South America were also vital to rising power and prosperity • Both trade and the economy were booming during the 1590s, demonstrating that the company did not initiate the economic success and growing power of the United Provinces • The rising power of the United Provinces was due to the political skill of Oldenbarnevelt, e.g. the promotion of Maurice and the States-General as unifying forces and the subordination of Calvinism to the civil authorities • The successful military campaigns of Maurice and the international recognition of the Provinces implied by treaties with England and France, were important in their growing cohesion and power. <p>Other relevant material must be credited.</p>