



# Mark Scheme (Results)

Summer 2025

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

Paper 2: Depth study

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

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

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Summer 2025

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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 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"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>                                                                                                                                                                                                |
| 2     | 3–5  | <ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>                                                                                          |
| 3     | 6–8  | <ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul> |

## Section A: Questions 1b/2b

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

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

## Section B

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

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

## Section A: indicative content

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

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1a</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 the source to consider its value for an enquiry into the attitude of the papacy to Luther in 1521.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>The source indicates that the papacy is hostile to Luther, his theology and his supporters ('wicked ideas...misguided heretics like Luther', 'his errors')</li><li>It suggests that the papacy views Luther as a threat to the Catholic Church ('introduce the evil of division into the Church.', 'continued to write and preach...to say worse things than before...the Church.')</li><li>The source suggests that the papacy is determined to destroy Luther and his supporters ('administer punishments to repress', 'Luther is excommunicated', 'They shall all share his punishments.').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>The Bull was issued in the name of Leo X, and will reflect the view from the very top of the Catholic Church</li><li>The language of the Bull is clear and unambiguous in its attitude to Luther, leaving no room for misunderstanding</li><li>The Bull was issued months after the papacy's initial attempts to force Luther to recant, which had clearly failed, hence the stern and exasperated tone.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>Despite the threats of the first Bull, <i>Exsurge Domine</i>, Luther had continued his attacks on Catholic teachings in the three Reformation Treatises, published between August and November 1520</li><li>Luther's contempt for the Church was perfectly illustrated by him publicly burning books of Canon Law and a copy of <i>Exsurge Domine</i> in December 1520, further raising the hackles of the papacy against him</li><li>Luther's increasing popularity across Germany made it extremely difficult for the papacy to carry through its threats to arrest and punish him, unless it had the full support of the Emperor and the leading princes</li><li>Leo X pressurised Charles V to act against Luther at the Diet of Worms, which met in April 1521 – this led to the issuing of the Edict of Worms declaring Luther and all his supporters to be outlaws.</li></ul></li></ol> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>1b</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 reasons why Charles V was unable to defeat Lutheranism in Germany.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>The source is a speech by Charles V at the end of his public life and allows him to reflect on his successes and failures over a period of over three decades</li> <li>As a speech given publicly, it is likely that Charles would want to put a positive spin on events, to gloss over any mistakes and/or to blame others for any setbacks</li> <li>The tone of the speech is flat and resigned, reflecting the feelings of a man who wishes he could have achieved more.</li> </ul> </li> <li>The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>It suggests that Charles was unable to defeat Lutheranism in Germany because of the multitude of obligations he faced across his different lands ('rule so many kingdoms.', 'these great responsibilities')</li> <li>It claims that Charles failed to defeat Lutheranism because of the actions of his opponents across Europe ('serious wars forced on me...the hostility and envy of neighbouring rulers.')</li> <li>It suggests that Charles' personal difficulties were to blame for his eventual failure to defeat Lutheranism ('great fatigue.', 'my health is ruined.', 'I have risked my wealth and my life').</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>Charles' inheritance was huge and challenging – his inability to defeat Lutheranism in Germany, especially during the 1520s when it was at its weakest, was often due to him prioritising dynastic gain elsewhere</li> <li>Fears of Habsburg domination encouraged Charles' rivals (whether French kings, Turkish sultans or protestant princes) into alliance against him, limiting the likelihood of lasting victory over Lutheranism in Germany</li> <li>Growing support for Lutheranism across Germany prevented Charles from defeating it, e.g. the founding of the Schmalkaldic League in 1531 gave the Lutherans formidable military protection</li> <li>A combination of exhaustion from fighting wars across Europe for over 30 years, together with illness and major mistakes, e.g. the Imperial League, prevented Charles from permanently defeating Lutheranism.</li> </ul> </li> </ol> |



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

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>2a</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 the source to consider its value for an enquiry into opposition to Philip II's rule in the Netherlands during the 1560s.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• The source indicates that there is considerable opposition in the Netherlands to the religious policy of Philip II ('force the Inquisition upon us.', 'This Inquisition is barbaric...great dishonour to God's name')</li><li>• It suggests that Philip II's disregard for the feelings of the Dutch people is causing opposition ('Foreigners have persuaded...welfare of the Netherlands.', 'destroy our ancient laws...in place for centuries.')</li><li>• It suggests that the opposition to Philip is organised and determined to gain satisfaction for its cause ('form a holy and lawful confederation.', 'use all our efforts...destroy it completely.').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• As a document presented by Dutch nobles to Philip II's regent in the Netherlands, the source will reflect the views of an important and influential element in society</li><li>• The source was written and presented in 1566, following years of heated debate about the Crown's religious policy and the extent of religious toleration in the Netherlands</li><li>• The language of the source is angry and accusative indicating the strength of opposition among the Dutch nobility.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Philip II was determined to impose religious uniformity in the Netherlands – his laws against heresy, issued soon after he came to the throne, were harsh and uncompromising</li><li>• Many in the Netherlands objected deeply to Philip's refusal to moderate his religious policy, not least because it appeared to contravene ancient Dutch constitutional privileges and threatened economic prosperity</li><li>• Philip's refusal to compromise put his regent, Margaret, in an increasingly difficult situation in the mid-1560s, as Calvinism spread in the south and even Catholics among the nobility opposed his policy</li><li>• The Compromise was drafted and presented by over 300 members of the lesser nobility in the hope of moderating the heresy laws – Philip eventually rejected its requests, deciding to send Alva to crush opposition.</li></ul></li></ol> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2b</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 Iconoclastic Fury (1566).</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The source was written by a witness to events, and an outsider, which adds to its value for the enquiry</li> <li>• Written by someone whose job it was to manage his master's affairs, the letter is likely to give an accurate account of events that might seriously affect the climate of business in Antwerp</li> <li>• The tone of the letter is mostly factual though with some hint of astonishment at the nature of the events that have taken place.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of the scale of destruction carried out in Antwerp during the Iconoclastic Fury ('the costliest Church...so spoiled', 'Never before...so much destruction...one night.')</li> <li>• It suggests that the perpetrators of the Fury acted in open and deliberate disregard of the authorities in Antwerp ('after the leaders had left, the troublemakers began again.')</li> <li>• It indicates that only a small number of people were involved directly in the destruction ('ten or twelve') and suggests that their motivation was simply to destroy ('all boys or rascals.', 'None looked to steal anything.').</li> </ul> </li> </ol> <p>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:</p> <ul style="list-style-type: none"> <li>• The Iconoclastic Fury originated among the increasingly-confident Calvinist community, who both disliked religious imagery and hoped to secure religious meeting houses of their own in the Netherlands</li> <li>• The destruction of Catholic churches and monasteries began in Flanders in early August 1566, and spread through Antwerp and Ghent to northern provinces – over 400 churches were destroyed in Flanders alone</li> <li>• Though religion was a motivation for the destruction, economic depression and unemployment also played a role and there were accusations that men and boys had been paid for their actions.</li> </ul> |

## Section B: indicative content

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 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 accuracy of the view that the influence of humanism was more responsible than the failings of the parish clergy for the spread of anti-clericalism in early sixteenth-century Germany.</p> <p>Arguments and evidence that the influence of humanism was more responsible than the failings of the parish clergy for the spread of anti-clericalism in early sixteenth-century Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Humanist scholars were extremely prominent in the early sixteenth century, condemning clerical abuses and Church teachings and practices, so contributing to the spread of anti-clericalism in Germany</li><li>• The criticisms of the Church by humanist scholars like Erasmus sold heavily in Germany, e.g. <i>The Handbook of the Christian Soldier</i> (1501) and <i>In Praise of Folly</i> (1509) both helped foster anti-clericalism</li><li>• Humanist thinking was particularly influential in richer and well-educated circles, those likely to have the greatest influence on German society, encouraging many more to voice discontent with the Church's conduct</li><li>• Serious discontent with the parish clergy tended to be sporadic and isolated in the early sixteenth century, and there were many examples of dedicated clerics working hard for their parishioners.</li></ul> <p>Arguments and evidence that counter the view that the influence of humanism was more responsible than the failings of the parish clergy for the spread of anti-clericalism in early sixteenth-century Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Criticism of the parish clergy in Germany was prominent, voiced through popular folk tales, e.g. <i>Reynard the Fox</i>, and in the grievances compiled during outbreaks of peasant unrest</li><li>• The parish clergy were frequently criticised in angry tones for their poor education and their inability to administer the sacraments in a fitting and timely manner, notably that of extreme unction</li><li>• The spread of anti-clericalism was aided by the personal conduct of many parish priests, who were criticised for vices such as laziness, drunkenness and fornication</li><li>• The influence of humanism was limited in the spread of anti-clericalism as humanist views were usually confined to academic writings and lectures, often delivered in Latin for a highly-educated audience.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 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 the <i>Ninety-Five Theses</i> in Luther's challenge to the Catholic Church in the years 1517-20.</p> <p>Arguments and evidence that the <i>Ninety-Five Theses</i> were important in Luther's 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"> <li>• The publication of the <i>Ninety-Five Theses</i> instantly turned Luther from an obscure monk into the leading critic of the Church in Germany and a national, popular hero</li> <li>• The <i>Ninety-Five Theses</i> were a serious challenge to papal authority and to other key teachings of the Church, and began the process by which Luther explored and developed his key ideas</li> <li>• The Church's reaction to the <i>Theses</i> led to the debates with Cajetan (1518) and Eck (1519), which gave Luther's ideas further publicity in Germany and gained him still greater backing</li> <li>• The support he got for the <i>Theses</i> gave Luther the confidence to stick to his guns when condemned and threatened, and the encouragement to go still further in challenging the Church.</li> </ul> <p>Arguments and evidence that the <i>Ninety-Five Theses</i> were not important in Luther's challenge to the Catholic Church 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"> <li>• The <i>Theses</i> were not original in condemning the sale of indulgences and were meant by Luther as a basis for scholastic debate rather than as the seeds of a challenge that would eventually lead to schism</li> <li>• The initial indifference of Church leaders towards Luther, e.g. Albrecht of Mainz and Leo X both vacillated, allowed his support to grow and afforded him crucial breathing space to develop his challenge</li> <li>• The aggression Luther faced in his debates with Cajetan and Eck was important in forcing him to research and develop his ideas still further in challenge to the Church, e.g. on the issue of papal primacy</li> <li>• Luther's intellectual gifts, his personal bravery, and his abilities as a writer and preacher were central to the development of his challenge, e.g. the insight of <i>sola fide</i>, the appeal of the Reformation Treatises (1520).</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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 significance of the Augsburg Confession (1530) in the development of Lutheran ideas in the years 1525-46.</p> <p>Arguments and evidence that the Augsburg Confession (1530) was significant in the development of Lutheran ideas in the years 1525-46 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Augsburg Confession was highly significant because it gave Lutheranism theological clarity by setting out its key beliefs and teachings for followers, e.g. the centrality of justification by faith</li> <li>• The Confession was significant because it set out clearly for supporters those elements of Catholic teaching that Lutheranism rejected, e.g. the need for clerical celibacy and the importance of monastic vows</li> <li>• The Confession was significant because it was rapidly adopted as the primary confessional document of German Lutheranism, and was central to the unity and success of the Schmalkaldic League in the 1530s and 1540s</li> <li>• Drafted by Philip Melanchthon in Luther's absence, the Confession was significant as it signalled the development of Lutheran beliefs independently of Luther himself.</li> </ul> <p>Arguments and evidence that the Augsburg Confession (1530) was not significant in the development of Lutheran ideas in the years 1525-46 and/or that other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Luther's works during the 1520s were significant in the development of Lutheranism during this period, e.g. the translation of the New Testament, which sold massively, the Catechisms and the German Mass</li> <li>• Melanchthon had already provided a statement of Lutheran ideas, the <i>Loci Communes</i>, which was vital in the clarification of Lutheranism before the Augsburg Confession and that remained significant long after</li> <li>• Johannes Bugenhagen played a significant role in the development of Lutheranism in the late 1520s and 1530s, e.g. his Saxon Model gave organisational and practical form to Lutheran ideas</li> <li>• The protection afforded by prominent German princes was significant in the development of Lutheran ideas, e.g. Philip of Hesse's role in preventing Charles V from enforcing the Edict of Worms during the late 1520s.</li> </ul> <p>Other relevant material must be credited.</p> |

**Option 2B.2: the Dutch Revolt, c 1563-1609**

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>6</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.</p> <p>Candidates are expected to reach a judgement on the view that Orange's invasions of the Netherlands, in the years 1568-73, achieved little.</p> <p>Arguments and evidence that Orange's invasions of the Netherlands, in the years 1568-73, achieved little should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The four-fronted invasion of 1568 was over-ambitious and quickly stalled - lacking funds, popular support and significant backing from abroad, it was easily repulsed by Alva</li><li>• Alva's victory at Jemmigen in July 1568 confirmed Spanish rule across the Netherlands and forced Orange to retreat and disband his army after achieving nothing of note</li><li>• The invasion of 1572 did not destroy Philip II's rule in the Netherlands as it had intended – only the victories of the Sea Beggars saved his cause from disaster in the face of Alva's advance</li><li>• Though he took 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.</li></ul> <p>Arguments and evidence that counter the view that Orange's invasions of the Netherlands, in the years 1568-73, achieved little should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Louis of Nassau's victory at Heiligerlee in 1568 was significant, proving to Orange's supporters that Spanish forces could be defeated and raising rebel morale</li><li>• The invasions of 1568, while defeated, firmly established Orange as the leader of opposition to Spanish rule in the Netherlands and provided a foundation for his renewed invasion in 1572</li><li>• The invasion of 1572 was successfully planned and timed – extensive propaganda highlighting Alva's evil rule capitalised on widespread Dutch anger and encouraged significant resistance to Spanish rule</li><li>• Orange's ability to hold Holland and Zeeland in 1572 created a base for continued rebellion – as a result, stretched financially and failing to retake them, Alva was discredited and recalled.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 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 the fall of Antwerp was due to the military skills of Parma.</p> <p>Arguments and evidence that the fall of Antwerp was due to the military skills of Parma should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parma's military skills were crucial to the Spanish advance that isolated Antwerp and enabled its siege to commence in 1584, e.g. his capture of much of Flanders and Brabant in the year before the siege</li> <li>• Parma's understanding of siege warfare led to the building of a bridge across the River Scheldt in February 1584, which cut off Antwerp from the sea and prevented it being relieved by the rebel fleet</li> <li>• The siege of Antwerp was tightened by Parma's construction of encirclement lines and a string of forts, well equipped with cannon and trained troops, which prevented the city being relieved by land</li> <li>• Parma skilfully maintained the siege for over a year, repulsing several major counter-attacks, e.g. he personally led the defence of the Kouwenstein dike, and eventually forced the surrender of the city in August 1585.</li> </ul> <p>Arguments and evidence that the fall of Antwerp was not due to the military skills of Parma and/or that there were other important reasons for its fall should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Parma's capture of Antwerp owed something to the mistakes of its Dutch defenders, e.g. the failure of troops from Zeeland and Holland to take advantage of the partial destruction of Parma's bridge by fire ships</li> <li>• Parma's diplomatic skills were important in the fall of Antwerp, e.g. his conclusion of the Treaty of Arras with provinces hostile to Orange, the leniency of his treatment of previously-captured rebel towns like Maastricht</li> <li>• Antwerp fell to Parma partially because the city's substantial Catholic population, over one-third, demanded that the siege should be ended before it was completely destroyed</li> <li>• Parma was able to capture Antwerp because he was well supplied with money and men from Spain and sympathetic Dutch provinces, e.g. Philip II sent 500 000 florins a month from 1583.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>8</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.</p> <p>Candidates are expected to reach a judgement on how far the armistice of 1607 was a consequence of Spain's inability to pay its troops.</p> <p>Arguments and evidence that the armistice of 1607 was a consequence of Spain's inability to pay its troops should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Spanish forces in the Netherlands were consistently starved of resources due to the overambition of Royal policy, which culminated in the armistice of 1607</li> <li>• In 1591, over 2000 Spanish troops mutinied over wage arrears, allowing Maurice to capture key towns without resistance – the armistice of 1607 was a consequence of this re-invigoration of Dutch resistance</li> <li>• Philip's lack of ready finance led to a third bankruptcy in 1596 – this starved Archduke Ernst of money to pay his soldiers, undermined the effectiveness of Spanish forces and facilitated further Dutch gains</li> <li>• Spinola's army mutinied in December 1606 when 4000 troops abandoned their posts for lack of payment – this was the immediate backdrop to the opening of talks for an armistice that took effect in March 1607.</li> </ul> <p>Arguments and evidence that the armistice of 1607 was not a consequence of Spain's inability to pay its troops and/or was a consequence of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Spanish crown did generally source the money to pay its troops and avert the need for a ceasefire, e.g. Philip II had successfully refinanced his debts by 1598 and Philip III found one million florins for Spinola in 1607</li> <li>• Despite Spain's difficulties paying its soldiers, Spinola made significant progress following his appointment in 1602, e.g. the capture of Ostend in 1604 and further gains in Flanders in 1606, while Dutch progress stalled</li> <li>• The armistice of 1607 was a consequence of the divisions and war-weariness among the United Provinces, which were just as short of money and as anxious for a ceasefire as the Spanish</li> <li>• The armistice was a consequence of Philip III's lasting peace with France (1598) and England (1604) that persuaded the United Provinces of the need to seek peace as they had no foreign support.</li> </ul> <p>Other relevant material must be credited.</p> |