Mark Scheme (Results)

Summer 2023

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 2023
Question Paper Log Number P68775A
Publications Code 8HI0_2B_2306_MS
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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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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, c1515-55

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into piety in Germany during the early sixteenth century. 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: • The source suggests that relics were an important part of piety in early sixteenth-century Germany ('five thousand and five pieces', 'eight rooms') • It provides evidence of the belief that visiting relics could reduce people's time in purgatory and ease their path to salvation ('one hundred days off….purgatory') • The source suggests that many pious Germans believed in the authenticity of the collection no matter how unlikely the claims made ('Blessed are those who visit!'). 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: • Produced to attract pilgrims to Wittenberg, the catalogue will fully record the nature of the relics in the Duke's collection and the indulgences associated with them • Produced on behalf of Duke Frederick the Wise, a devout Catholic, its claims will benefit from his status and authority • It was published in 1509, before the spiritual efficacy of relics and pilgrimages was widely dismissed by Luther and other reformers. 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: • Pilgrimages to holy places and relic collections, and the indulgences associated with them, were a central and popular aspect of Catholic piety sanctioned from the very top of the Catholic Church • Sites that drew pilgrims benefitted enormously economically and competed with each other to attract pilgrims • Criticism of pilgrimages and relics did exist in early sixteenth-century Germany, notably from humanist scholars, but it had little impact on piety until the emergence of Luther.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the success of Luther's challenge to the Catholic Church in the years 1517-21. 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: • It is from Dürer's private journal and is likely to reflect his sincere thoughts • The language used suggests that Dürer is a Lutheran, therefore his opinions will be partial towards Luther and hostile to his opponents • It was written at a time of major drama in Luther's story when the emotions of his supporters, like Dürer, were highly charged. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the success of Luther's challenge was assisted by discontent with the teachings and practices of the Church ('popes rob us…hunger', 'false teaching…made up.') • It suggests that Luther's challenge succeeded because of his abilities as a teacher and theologian ('how truly he teaches', 'books should be held in high honour', 'teach the Gospel… so clearly.') • It suggests that Luther's challenge succeeded because of the strength of the support, almost adulation, he received from many Germans ('suffered…Christian truth', 'Oh God', 'divinely-inspired man'). 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: • Luther's challenge succeeded partly because of the depth of anticlericalism and anti-papalism in early sixteenth-century Germany • Luther's character was essential to the success of his challenge – a stubborn but brave man, he had the confidence in his own reading of Scripture to debate with the most prominent theologians • Luther was able to communicate his ideas with clarity and verve to a wide cross-section of German society, orally and in print.

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

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into the support given to the United Provinces by Elizabeth I of England. 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: • The source indicates that Elizabeth I is to send soldiers to fight in, and on behalf of, the United Provinces ('five thousand infantry…') • It provides evidence that Elizabeth I is providing military leaders to support the war effort of the United Provinces ('Governor-General', 'leaders and commanders') • It suggests that Elizabeth's support for the United Provinces is, at least, partly motivated by religion ('true faith.') but that it is not unconditional ('will commit to repay…has spent', 'Flushing…she appoints.'). 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: • The source is from 1585, a time of crisis for the United Provinces • From an official Treaty negotiated between Elizabeth and the United Provinces, the source will set out clearly the terms of the relationship between the two • The language of the source is business-like as befits an agreement between political powers. 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: • Following the death of Orange, the United Provinces were desperate for support from like-minded Protestants elsewhere in Europe • After many years of indirect support, Elizabeth I was persuaded to intervene militarily by fears of a total victory for Parma over the United Provinces and of Spanish-inspired threats to her own throne • Elizabeth's commitment to the cause of the United Provinces was confirmed by her appointment of her close confidant, the Earl of Leicester, as Governor-General.

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the situation facing the United Provinces in 1585. 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: • The source was written by a former Mayor of Antwerp, who had been in the thick of the struggle against Spain and will be well informed of the position of the United Provinces in 1585 • A private letter to a friend, the source is likely to reflect van Marnix's true thoughts • Having recently surrendered Antwerp, van Marnix may attempt to justify his actions. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the United Provinces are in a very difficult situation in October 1585 ('reached a crisis point.') • It suggests that the United Provinces have little chance of continuing the war against Spain successfully ('resources not as great', 'more soldiers…more experienced', 'difference in quality…Spanish commanders') • It suggests that, as its prospects are so poor, some sort of political accommodation with Spain may now be necessary ('I hope our leaders will learn…', 'no option except to surrender.'). 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: • Resistance to Spanish rule in the Netherlands had seriously faltered by 1585 • The assassination of Orange in 1584 robbed the United Provinces of its figurehead and leader, who had been crucial to the initiation and continuation of the revolt since the 1560s • Only the dispersal of Spanish resources to other interests gave the United Provinces the crucial breathing space with which to regroup and fight back.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on the accuracy of the statement that Luther's translation of the Bible was more important than any other of his writings in the years 1520-34. Arguments and evidence that Luther's translation of the Bible was more important than any other of his writings in the years 1520-34 should be analysed and evaluated. Relevant points may include: • The Bible in German enabled Luther to evidence more widely his criticisms of the teachings of the Catholic Church that were based, as he had claimed, on false readings of Scripture, e.g. with regard to the papacy and purgatory • Making the Bible more accessible to the German population in the vernacular was essential to the central tenet of Lutheranism by facilitating the doctrine of justification by faith • Luther's translation of the Bible enabled ordinary Germans to build a personal, unmediated relationship with God, as advocated in *On the Freedom of a Christian* in 1520 • The impact of Luther's translation was reflected by the popular clamour for the New Testament (published in 1522) and the Old Testament (completed for publication in 1534) – both sold hundreds of thousands of copies. Arguments and evidence that Luther's translation of the Bible was not more important than any other of his writings in the years 1520-34 should be analysed and evaluated. Relevant points may include: • The three Reformation Treatises of 1520 were crucially important statements of Lutheran doctrine and belief • Luther's condemnation of the peasants in the pamphlet of 1525 had significant implications for the development of Lutheranism, e.g. with regard to its relationship with political authority • Luther's writings on the order of public worship (1523) and the *Deutsche Messe* (1526), together with the Catechisms (1529) and many hymns, were central to the development of a Lutheran Church • In these years, Luther wrote countless letters and pamphlets that had importance in the development of Lutheranism, e.g. concerning the Eucharist. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the accuracy of the statement that Luther's condemnation of the Radical Reformation damaged the Lutheran cause in the years 1521-46. Arguments and evidence that Luther's condemnation of the Radical Reformation did damage the Lutheran cause in the years 1521-46 should be analysed and evaluated. Relevant points may include: • Luther's Invocavit Sermons (1522), which condemned the Zwickau Prophets and the ideas of Carlstadt, weakened the unity of the reform movement when it was still in its infancy and vulnerable to its opponents • *Against the Robbing and Murdering Hordes of Peasants* (1525) encouraged the princes in bloodily suppressing the Peasants' Revolt, so alienating thousands of previously-enthusiastic Lutheran supporters • Luther's single-mindedness in defence of his own interpretation of the Eucharist, as demonstrated at the Marburg Colloquy in 1529, contributed to the permanent division of the protestant movement • A result of Luther's condemnation of radicalism was his dependence on the German princes for support – damagingly, this led to him having to justify the political and social *status quo,* and the bigamy of Philip of Hesse. Arguments and evidence that Luther's condemnation of the Radical Reformation did not damage the Lutheran cause in the years 1521-46 should be analysed and evaluated. Relevant points may include: • Luther's condemnation of Carlstadt and the Zwickau Prophets in 1522 strengthened the Lutheran cause by re-imposing control and direction on the pace of change • Luther's condemnation of the radicalism of the early 1520s was vital in reassuring his key protector, Frederick the Wise, just when Luther and his supporters faced the real threat of the Edict of Worms • Luther's condemnation of the peasants in 1525 assured the Lutheran cause of support from many German princes, like Philip of Hesse, which proved essential in the on-going struggle against Charles V • Luther's condemnation of radicalism helped keep open the possibilities of reconciliation with Charles V until the 1540s, by which time Lutheranism had strong-enough roots to withstand the Emperor's attack. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the extent to which the opposition of the German princes to Charles V, in the years 1521-55, was motivated by their self-interest. Arguments and evidence that the opposition of the German princes to Charles V, in the years 1521-55, was motivated by their self-interest should be analysed and evaluated. Relevant points may include: • Frederick the Wise protected Luther following the Edict of Worms for personal reasons rather than religious conviction, e.g. to maintain the reputation of the University of Wittenberg and to spite ducal Saxony • The opposition of many leading German princes to Charles' attempts to enforce the Edict of Worms in the 1520s, e.g. at the Diets of Speyer and Nuremberg, was driven largely by the desire to limit Habsburg power • Converting to Lutheranism, in explicit opposition to Charles, benefitted the princes by giving them full sovereignty over their lands and control of the Church's property, e.g. the actions of Albrecht of Hohenzollern • The conspiracy of some princes with the enemies of Charles V, in the 1530s and 1550s, was due to self-interest, e.g. the agreements made between the Schmalkaldic League and both the Ottomans and France • The failure of Charles' settlement for the Empire following the Schmalkaldic War was due to princes acting in their own self-interest, e.g. the actions of Maurice of Saxony, general opposition to the Imperial League. Arguments and evidence that the opposition of the German princes to Charles V, in the years 1521-55, was not motivated by their self-interest should be analysed and evaluated. Relevant points may include: • The desire of many of the princes for reform of the Catholic Church was sincere and long-standing and driven by principle rather than self-interest, e.g. the *Graviminas* presented to Charles at the Diet of Nuremberg • Many German princes opposed Charles and converted to Lutheranism out of genuine religious conviction and introduced impressive reforms in their territories, e.g. John the Steadfast • The opposition of German princes to Charles after 1547 was motivated less by self-interest than by genuine fears of Habsburg intentions in Germany, e.g. the implications of the Augsburg Agreement (1551). Other relevant material must be credited.

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

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how far the opposition of the Dutch grandees to Philip II's policies, in the years c1563-67, was motivated by religion. Arguments and evidence that the opposition of the Dutch grandees to Philip II's policies, in the years c1563-67, was motivated by religion should be analysed and evaluated. Relevant points may include: • Orange, Egmont and Hoorn were prominent in the opposition to Granvelle's use of the Inquisition and to his reform of the bishoprics, suggesting that their opposition to Philip II's policies was motivated by religion • After the fall of Granvelle, leading grandees worked consistently to have Philip II's heresy laws relaxed, e.g. the failed visit of Egmont to Spain in 1564 • Many grandees publicly supported the 'Beggars' in 1566 and backed their calls for the abolition of both the Inquisition and Philip's Tridentine decrees • The extension of religious toleration by leading grandees during the Iconoclastic Fury was in deliberate opposition to Philip's policies – as a result Philip sent Alva to the Netherlands to restore order. Arguments and evidence that that the opposition of the Dutch grandees to Philip II's policies, in the years c1563-67, was not motivated by religion and/or that they were motivated by other factors should be analysed and evaluated. Relevant points may include: • Not all grandees were opposed to the religious policies of Philip II, e.g. Aerschot and von Mansfeld • Throughout these years, many grandees were motivated genuinely by the threat posed by Philip II to the traditions and privileges of the Netherlands, established over centuries • The opposition of some grandees towards Granvelle was motivated more by the marginalisation of their influence by the 'inner council' than by religion • The actions of leading grandees during the regency of Margaret of Parma were motivated consistently by their desire to extend their influence over government and strengthen their own personal positions. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement on how important the seizure of Brill and Flushing was in the Duke of Alva's failure to reconquer the northern provinces in the years 1572-73. Arguments and evidence that the seizure of Brill and Flushing was important in the Duke of Alva's failure to reconquer the northern provinces in the years 1572- 73 should be analysed and evaluated. Relevant points may include: • The seizure of Brill was important to the opposition to Alva in the northern provinces because it provided a vital base for the Sea Beggars following their expulsion from English ports • Flushing, at the mouth of the Scheldt, was a strategically-important naval base that controlled access to the vital city of Antwerp – its seizure hindered Alva's communications with Spain • The taking of the towns was a rallying call for resistance to Alva and they became centres for widening the revolt, e.g. to cities like Haarlem and Dordrecht and then to provinces like Friesland and Overijssel • The supremacy of the Sea Beggars, enabled by the seizures of the towns, allowed rebel areas in the northern provinces to be supplied with food, while those still loyal to Spain suffered severe shortages in the winter of 1572-73. Arguments and evidence that the seizure of Brill and Flushing was not important in the Duke of Alva's failure to reconquer the northern provinces in the years 1572-73 and/or that there were other important factors should be analysed and evaluated. Relevant points may include: • Alva's failure was due to popular discontent with the policies of his government since 1567, e.g. resistance to the Tenth Penny was particularly strong in Holland and Zeeland, where it badly affected trade • Alva's unpopularity was exacerbated by the heavy-handedness of his suppression of Orange's invasion in 1572, e.g. the sackings of Zutphen and Haarlem greatly stiffened resistance in the north • Alva's progress was severely hampered by the geography of Holland and Zeeland, e.g. their long seacoasts controlled by the Sea Beggars and the prevalence of rivers and lakes that could be used for defence • Philip II's financial difficulties led to the wages of Alva's army going unpaid and to an increase in indiscipline that hampered his progress in the northern provinces, e.g. the mutiny at Alkmaar. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on the accuracy of the statement that, in the years 1577-84, the success of the Spanish reconquest was due more to the failures of William of Orange than to the actions of Parma. Arguments and evidence that, in the years 1577-84, the success of the Spanish reconquest was due to the failures of William of Orange should be analysed and evaluated. Relevant points may include: • Orange's invitation to Anjou in 1578 backfired and boosted Parma – as a Catholic, Anjou alienated many of Orange's supporters; as a foreign prince, he alienated many loyal to Philip II in the southern provinces • Orange's damaging invitation to Anjou to lead the rebellion was due to his on-going failure to convince many of those opposed to Spain of the sincerity of his own aims • Orange's decision to invite the Calvinist troops of John Casimir into the Netherlands was a mistake that helped Parma convince southern provinces to agree the Treaty of Arras in 1579 • Orange's deficiencies as a military commander contributed to the steady erosion of rebel-held territory. Arguments and evidence that, in the years 1577-84, the success of the Spanish reconquest was due to the actions of Parma should be analysed and evaluated. Relevant points may include: • Parma's diplomatic actions were crucial to the success of the reconquest, e.g. convincing southern provinces that the traditions and privileges of the Netherlands would be respected led to the Union of Arras • Parma successfully used financial inducements to abet the reconquest, e.g. the Treaty of St Moi, which brought over 7000 rebel soldiers to the Spanish cause, and the bribing of the governor of Mechelen • Parma was a highly effective military leader whose leadership and tactics steadily eroded rebel-held territory controlled by sieges rather than by battle, e.g. the fall of Maastricht in 1579 • Parma understood that it was better to pacify than punish retaken rebel territory, e.g. by preventing massacres and looting, and offering full pardons and amnesties, so avoiding the damaging popular backlash suffered by Alva. Other relevant material must be credited.

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