



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/2B)
Advanced

Paper 2: Depth study

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

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

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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

Target: A02: 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	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • 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	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative content

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

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the consequences of Luther's condemnation of the Peasants' War (1525).</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • As a figure central to the events of the Peasants' War, Luther is well informed and well placed to comment on the consequences of his denunciation of the rebels • Written primarily as a response to critics among his supporters in his home town, his tone is friendly but totally unyielding • The fact that it is an 'open letter', together with the aggressive language used against the rebels, suggests he has not changed his views despite his critics and is happy for a wider audience to know this. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of Luther's condemnation of the Peasants' War (1524–25):</p> <ul style="list-style-type: none"> • It contains evidence that Luther faced serious and widespread criticism for his condemnation of the Peasants' War ('obliged to answer', 'so many complaints and questions', 'un-Christian and too harsh') • It suggests that Luther was forced to reiterate his reasons for condemning the peasant rebels publicly and in detail, both for their violence ('raging, robbing') and threat to the political order ('not...ordinary criminals...rebels') • It indicates Luther's firm belief that rulers receive their sanction from God ('God has entrusted the sword') and confirms his strong support for those in authority ('rebellion is a flood of all wickedness'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther's challenge to papal and imperial authority had led many of his supporters to believe that he would support radical social and political change despite his condemnation of the Zwickau Prophets in 1522 • His <i>Against the Robbing and Murdering Hordes of Peasants</i> was widely believed to have encouraged the bloody suppression of the revolt by the princes – over 100,000 were killed and whole areas devastated • Luther's denunciation led to widespread criticism from his own supporters for the first time, especially in Thuringia and Saxony (Luther's backyard) where the violence was intense, e.g. the battle of Frankenhausen • As a consequence, Luther lost support among ordinary people (many now accusing him of hypocrisy and being a stooge of the authorities) though, crucially, he now gained backing amongst the ruling class. <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p>

Question	Indicative content
	<ul style="list-style-type: none"> • Written by a princely supporter of Luther who was in regular contact with him, it can be expected to reflect the reformer's perspective of the revolt and its lessons • It was issued in August 1525, immediately after the Peasants' War and Luther's justification of the role of the princes in its suppression, and is likely influenced by this • As an official Edict its tone is firm and uncompromising, leaving those living under the Margrave in little doubt as to his intentions. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of Luther's condemnation of the Peasants' War (1525):</p> <ul style="list-style-type: none"> • The source indicates the Margrave's intention to take control of religious affairs in his territories ('I command', 'nothing...should be permitted', 'I now firmly insist upon') in the wake of the Peasants' War • It implies his intention to direct preaching in accordance with his own personal opinions ('Christian freedom does not consist...inward and spiritual thing', 'All preachers must properly explain...not be misled') • It provides evidence of a prince using Lutheran arguments to condemn rebellion and justify the rule of the existing authorities ('It is clearly shown in Holy Scripture', 'obey...in such worldly affairs and commands') • It provides evidence of a prince using Scripture to argue that even when the authorities act unjustly ('Even if it is said...revenues justly') the people must not rebel ('leave it...judgement of God', 'endure injustice'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • Interpretations of Luther's idea of the freedom of the Christian man had been central to revolutionaries such as Muntzer during the Peasants' War, justifying their attacks on worldly authority • Luther had depended on princely protection following the Edict of Worms – in 1525, the association of his ideas with violence directed against them threatened this, as did the death of his sponsor, Frederick the Wise • Luther's confirmation that obedience to temporal authority was God's command guaranteed continued princely support for the magisterial and ordered reformation, which he envisaged • The support of the Dukes of Saxony, Philip of Hesse (and others such as the Margrave) at the Diets of Speyer, Augsburg and Nuremberg was vital in the development and spread of Lutheranism during the 1520s and 30s. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources come from the summer of 1525 as the consequences of the Peasants' War were becoming apparent • Both sources condemn rebellion against the existing political authorities • Source 2 can be seen as a consequence of Luther's strong support for the princes indicated in Source 1.

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for the Duke of Parma's success in the years 1577–84.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • It is an official document agreed between Philip II and three provinces of the Netherlands and will reflect Spanish policy at the highest level • It was agreed in 1579 following years of rebellion that Spanish forces had been unable to subdue and was in danger of spreading • The language of the Treaty is clear and unequivocal, leaving little room for misinterpretation – this may suggest the need for Spain to rebuild trust with those who had reason to doubt it. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Duke of Parma's success in the years 1577–84:</p> <ul style="list-style-type: none"> • It suggests a desire by Spain's rulers, led by Parma, to rebuild their relationship with the Dutch, e.g. an 'amnesty' is agreed for 'all things said and done since the beginning of hostilities' • It indicates that Spain is now willing to agree how the Netherlands will be governed henceforth, e.g. a regent, councillors and officers will be chosen by consent, helping to prepare the grounds for Parma's success • It provides evidence that Spain is now willing to agree how military operations will be conducted in the country and how they will be paid for, so removing a major cause of friction and aiding Parma's success • It suggests that while Spain's ultimate aims in the conflict have not changed ('preserve the Roman Catholic faith', 'obedience to His Majesty') the means may have, a change often attributed to Parma. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • The Spanish Fury of 1576 strengthened the rebels in Holland and Zeeland by encouraging the other provinces to agree the Pacification of Ghent – Philip was forced to issue the Perpetual Edict, withdrawing Spanish troops • Parma's appointment as governor-general in the Netherlands in 1578 saw a change of emphasis in Spanish tactics and led to greater diplomatic efforts to break up the unity of the Dutch provinces • In the Treaty, Parma sought to address the fundamental causes of opposition to Spanish rule since the 1560s and win back moderate towns and provinces to the Spanish side • Promising the restoration of the system of government in force under Charles V, it gave Parma a firm military and diplomatic base on which to launch the reconquest of rebel areas, beginning in 1579. <p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • The pamphlet was published anonymously but originating in Hainaut, one of the provinces that agreed the Treaty of Arras, it can be expected to be hostile to the rebel provinces it addresses and favourable to Spain

Question	Indicative content
	<ul style="list-style-type: none"> • It was published in the year following the Treaty of Arras and as Parma's military reconquest was underway, so may be read as an attempt to undermine rebel unity or persuade those wavering to submit • The tone of the pamphlet is clearly polemical rather than balanced but also contains some detailed examples that would be known to readers. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the Duke of Parma's success in the years 1577–84:</p> <ul style="list-style-type: none"> • It indicates that Parma may have been assisted by Orange's failure as a military commander ('diligence...commander, neither the assistance...a leader') and his cowardice on occasions ('paralysed within the walls') • It claims both that Orange's motivation is his own advancement ('own ends', ambition...power') and suggests his religious insincerity ('mask of Calvinism') which would have aided Parma • It implies that Orange's leadership abilities compare unfavourably with those of Parma ('hastened...cut your army to pieces'), and his motivation compares poorly with Margaret's ('peace and harmony', 'glory of God'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • Parma shrewdly capitalised on fears of Calvinism among Catholics in the Netherlands – this had been exacerbated by the intervention of Casimir's troops (in the pay of Elizabeth I) in 1578 • He understood, and played on, the deep suspicion of Orange personally harboured among the many who believed his rebellion to be motivated by self-interest, e.g. leading Grandees such as Aerschot • Parma began his military reconquest in 1579 having paid off and turned the mutinous army of the States-General – by 1580 he had already retaken several key towns, some submitting without a fight • Parma's skilled military reduction of the rebel areas made weaker by internal dissention. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • The sources both come from the pro-Spanish perspective in the Netherlands and there is no alternative voice from the rebels • Both come from the years 1579–80 as the Spanish cause was re-established by a combination of diplomatic and military means • Both sources suggest the skills of Parma, Source 3 his diplomatic nous and Source 4 his military abilities • Source 4 references Margaret's return as regent, which is implied in Source 3, suggesting that at least some Spanish promises in the Treaty have been met.

Section B: Indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant Luther's debate with Eck (1519) was in the development of his challenge to the Catholic Church in the years 1517–20.</p> <p>Arguments and evidence that his debate with Eck was significant in the development of his challenge to the Catholic Church in the years 1517–20 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • When pressed by Eck at Leipzig, Luther significantly broadened his challenge to the church beyond the issue of indulgences, even admitting some support for the ideas of Hus • Arising directly out of issues debated, Luther became convinced still further of the primacy of scripture over church tradition and teachings, prompting fresh challenges to longstanding Catholic beliefs and practices • The debate gave Luther and his ideas huge publicity, especially in learned circles – the formation of distinct pro and anti-Luther parties began to emerge throughout the Empire, each issuing extensive propaganda • By reporting to Rome that Luther was a heretic, Eck accelerated his condemnation by Leo X – in turn, this encouraged Luther to develop his challenge still further in the three pamphlets of 1520. <p>Arguments and evidence that the debate with Eck was not significant and/or that there were other significant events in the development of 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"> • During the first week of the Leipzig debate, Luther played only a supporting role to Carlstadt (who made a poor impression of reformist arguments) and after three weeks, it broke up without formal resolution • Luther posed a major challenge to the church before the debate with Eck, having published the Ninety-Five Theses, and defended his views in his letter to Albrecht, within his own order and against Cajetan • Luther was already widely popular amongst ordinary people thanks to the strength of existing anti-clericalism and the printing press – in contrast, the Leipzig debates were conducted for a small and learned audience • Luther's ideas on justification and the Eucharist were not the subject of debate at Leipzig – therefore, the 'tower experience' and the three pamphlets of 1520 were more significant. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the Peace of Augsburg (1555) was due mainly to the actions of the Schmalkaldic League.</p> <p>Arguments and evidence that the Peace of Augsburg (1555) was due mainly to the actions of the Schmalkaldic League should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The existence of the League encouraged the spread of Lutheranism throughout Germany – rulers and towns felt able to declare for the Augsburg Confession because the League existed to protect them • The League sustained a military force in defence of Lutheranism and in prevention of the enforcement of Imperial demands – the victory over Ferdinand at Luffen in 1534 was a major boost to Lutheran confidence • By 1545, the League had succeeded in attracting many key figures to Lutheranism, including four Electors and over 30 cities, deterring Habsburg retaliation and making some sort of compromise more likely • The League attracted international support that proved crucial in avoiding defeat, e.g. French financial assistance in the 1530s, and in encouraging the Habsburgs to negotiate • Though defeated in 1547, the League played a major role in protecting Lutheranism when it was vulnerable during the 1530s and 40s – the concession of '<i>cuius regio, eius religio</i>' in 1555 reflected its demands. <p>Arguments and evidence that the Peace of Augsburg (1555) was not due mainly to the work of the Schmalkaldic League and/or that other factors were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The League suffered periods of ineffectiveness even before 1547, e.g. the fallout from the Philip of Hesse marriage scandal in the early 1540s led to his temporary resignation and rapprochement with Charles • The defeat at Mühlberg in 1547 was a catastrophe brought about partly by divisions in the Protestant cause and poor leadership – in its aftermath, the League collapsed and Charles imposed the Augsburg Interim • International support for the League was spasmodic and let it down at crucial times, e.g. Christian III of Denmark and Francis I of France both made their own separate peace with Charles in 1544 • The Peace of Augsburg was due largely to the inability of the Habsburgs to impose Catholicism, e.g. the Diets of Nuremberg in 1532 and Regensburg in 1541 postponed action because of demands external to the Empire • Charles squandered his major opportunity to destroy Lutheranism following Mühlberg because his subsequent mistakes upset both Protestant and Catholic princes – the Alliance of Torgau exploited this. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that Alva's inability to defeat the invasion of 1572 was due to his own failures rather than to the strengths of the rebels.</p> <p>Arguments and evidence that Alva's inability to defeat the invasion of 1572 was due to his own failures should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Alva's record in the Netherlands since 1567 led to considerable opposition, as evidenced by the degree of popular support for the invasion, e.g. the peaceful rebel occupations of several towns • Alva badly misjudged Dutch resolve with the sacks of Mechelen, Zutphen and Haarlem once his counterattack was underway – these confirmed his reputation for violent oppression and strengthened opposition • He failed to take political advantage of the considerable mistrust of Orange already existing in the Netherlands in 1572, preferring military obliteration of the rebels instead • Alva's failure to eradicate rebel forces put considerable strain on his financial resources – non-compliance with the Tenth Penny led to military indiscipline and mutinies, which weakened and discredited his cause • His refusal to consider any other outcome but total military defeat of the rebels led to stalemate – this exhausted his political support in Madrid and he was sacked following setbacks at Alkmaar and on the Zuider Zee. <p>Arguments and evidence that Alva's failure to defeat the invasion of 1572 was due to the strengths of the rebels should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The issues for which they fought, notably the defence of Dutch privileges and traditions and the demand for religious toleration, were widely supported and helped give the rebels cohesion • The support of the Sea Beggars proved critical in supporting the rebel armies and disrupting Spanish communications • Detailed local knowledge of the topography of Holland, Zeeland and Utrecht proved crucial when the rebellion was forced back into the north • The rebels employed extensive propaganda that prepared the ground for the invasion and they were able to secure some support from the French • The strengths of Orange as a rebel leader, e.g. the head of the most prominent family in the Netherlands, his military experience and a record or articulating opposition to Philip in the 1560s. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant religion was in securing the independence of the United Provinces in the years 1584–1609.</p> <p>Arguments and evidence that religion was significant in securing the independence of the United Provinces in the years 1584–1609 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The religious character of the war against the Catholic Spanish gave the United Provinces identity and increasing cohesion and helped sustain the revolt through difficult times • The United Provinces attracted support from abroad as part of the international struggle between Catholics and Protestants, e.g. from England from 1585 – this proved vital in their eventual success • The United Provinces attracted a large inward migration of Protestants from the southern provinces and elsewhere – the rising population contributed major economic benefits, which aided their success • Protestantism encouraged the individual pursuit of wealth creating an environment in which trade and business boomed, e.g. the creation of the Dutch East India Company, so enhancing its financial strength • Oldenbarnevelt's role in curbing Calvinist demands won the United Provinces an international reputation for religious tolerance and intellectual liberty, and also helped maintain internal peace and order. <p>Arguments and evidence that religion was not significant in securing the independence of the United Provinces in the years 1584–1609 and/or that there were other reasons for this should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The religious make-up of the United Provinces was complex – Calvinists remained in a minority before 1609 and there were significant numbers of Catholics, thus raising questions about religion as a unifying factor • That Oldenbarnevelt had to work to boost the civil authorities against Calvinist demands for a confessional state suggests that serious internal religious tensions existed • Crucial foreign support was not necessarily motivated by religion – the intervention of both England and France was essentially anti-Habsburg and conditional on the course of their own wars against Spain • The emergence of Maurice of Nassau as a political leader and his abilities as a general were central to the success of the United Provinces • The success of the United Provinces was boosted enormously by Spain's decline – strategic over-reach and the resulting struggle to finance the war led to the abandonment of the struggle in 1609. <p>Other relevant material must be credited.</p>