



Mark Scheme (Results)

Summer 2022

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

Paper 2: Depth study

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

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

Edexcel and BTEC Qualifications

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

Pearson: helping people progress, everywhere

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

Summer 2022

Question Paper Log Number P69333A

Publications Code 9H10_2B_2206_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

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

Level	Mark	Descriptor
-------	------	------------

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

Level	Mark	Descriptor
		substantiating the overall judgement. <ul style="list-style-type: none"><li data-bbox="379 197 1394 259">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2A.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 problems faced by Charles V in defeating Lutheranism in Germany in the mid-1540s.</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"> • The source will give a good indication of the problems facing Charles in the mid-1540s from his own perspective • Begun shortly after his defeat of the Schmalkaldic League in 1547, Charles may be overly optimistic about his prospects of fully defeating Lutheranism in Germany • Though not written for general publication, there may still be some attempt to justify his actions to his successors and to posterity. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing Charles V in defeating Lutheranism in Germany in the mid-1540s:</p> <ul style="list-style-type: none"> • The source provides evidence that the strengths of the Lutheran opposition made it difficult for Charles to defeat it ('obstinacy', 'power and determination...by force.') • It indicates that Charles faced problems because of ill health ('gout and other medical problems') and suggests his weariness with the issue of German Lutheranism ('seventh time', 'uncertain how to act') • It implies that Charles was dependent on peace with major foreign powers in defeating German Lutheranism ('as I was then at peace...Turks attacking...') • The source suggests that it was the power of his faith, rather than the practical possibilities of defeating Lutheranism militarily, which informed his decision-making ('But God...no longer seemed impossible...'). <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"> • Devoutly Catholic and conscious of his legacy, Charles was determined to deal with Lutheranism in Germany in fulfilment of the Edict of Worms • Thanks partly to Charles' long absences from the Empire while attending to other of his ambitions and commitments, Lutheranism was firmly established in many areas of Germany by the mid-1540s • Following the failure of the Diet of Regensburg in 1541, there was no longer any real prospect of a negotiated end to the schism • The Peace of Cr�py with France in 1544 and Ottoman preoccupation in Persia allowed Charles a rare window during which he could address all his energies to

Question	Indicative content
	<p>the defeat of Lutheranism in Germany.</p> <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> <ul style="list-style-type: none"> • It was written by an ambassador whose role was to inform his own government of events as accurately as possible • As the ambassador had been based at the court of Charles V for three years, and had only just returned, he is likely to be well informed of events • The tone of the source is both informative and clear in its judgements as befits a diplomatic report. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems faced by Charles V in defeating Lutheranism in Germany during the mid-1540s:</p> <ul style="list-style-type: none"> • The source indicates that, should Charles attack the Schmalkaldic League, both the Turks and the French would actively support the Lutherans ('The Turks...invading his territories') • It provides evidence of the strength of the Lutherans and their determination to defend their religion from the Emperor ('a powerful body of men...truly believe...defend their beliefs with their lives.') • It indicates that the Emperor would struggle to defeat the Lutherans because of the 'hatred' of the Habsburgs in Germany • The source suggests that Charles cannot now defeat Lutheranism in Germany permanently ('only as long...no longer.') <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 Schmalkaldic League included some of the Empire's most prominent princes, and was firmly committed to the defence of Lutheranism against any attempt by Charles to eradicate it • Afraid of Habsburg encirclement, Francis I of France made common cause with the Schmalkaldic League against Charles from its formation in 1531, e.g. contributing to it financially throughout the 1530s • The Ottoman threat to Charles' interests, in both Hungary and the Mediterranean, prevented him from action against the Lutherans in Germany, e.g. in 1541, when Wurttemberg fell to the League • The weakness of the Imperial office in Germany, especially the inability to raise taxation, ensured that the burden of defeating Lutheranism fell on Charles personally, something he was increasingly unable to bear. <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 refer to Charles launching a military campaign to defeat Lutheranism in Germany in the mid-1540s • Both sources refer to the strength and determination of Lutheran opposition to

Question	Indicative content
	<p data-bbox="395 154 660 190">Charles V in Germany</p> <ul data-bbox="347 192 1382 257" style="list-style-type: none"><li data-bbox="347 192 1382 257">• Both sources suggest that Charles' ability to defeat Lutheranism in German was dependent, to some degree, on the actions of France and the Ottomans.

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 problems faced by Philip II in the Netherlands in the mid-1580s.</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 was written by an ambassador whose role was to inform his own government of events as accurately as possible, • The report is based upon hearsay and court gossip that may or may not be accurate • The language of the source is clear and informative as befits a diplomatic report. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems faced by Philip II in the Netherlands in the mid-1580s:</p> <ul style="list-style-type: none"> • The source indicates that Elizabeth I's support for the rebel provinces is such a problem for Philip that that he is considering an invasion of England to deal with it ('no other way...all the trouble.') • It suggests that the enterprise under consideration is ambitious ('strong army...mercenaries', 'mass troops...in boats') and not without risk to Spanish control of the Netherlands ('supply...control of that country.') • It suggests that Philip is already having difficulties financing his army in the Netherlands ('tried to raise a private loan...broke off negotiations.') <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"> • In 1586, the northern provinces of the Netherlands were still resolutely in rebellion against Philip despite recent advances made by Parma • By the Treaty of Nonsuch (August 1585), Elizabeth I agreed both to help finance the revolt and to provide 8000 troops to fight in the Netherlands – Leicester arrived as Governor-General in December • Philip's decision to invade England, taken in principle in January 1586, seriously risked slowing Parma's momentum in the Netherlands by diverting troops and resources • Preparations for the invasion of England, plus his on-going support for the Catholic League in France, were a major drain on Philip's already fragile finances.

Question	Indicative content
	<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"> • As a letter written in the King's name, it is likely to give an accurate picture of his views • Written to a fellow monarch, the letter is framed outwardly in a suitably respectful and diplomatic manner • The occasionally testy language and tone of the letter betray Philip's impatience with Frederick's perceived interference in Dutch affairs. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems faced by Philip II in the Netherlands in the mid-1580s:</p> <ul style="list-style-type: none"> • It provides evidence that Philip's attempts to crush the Dutch rebellion are raising concerns across protestant Europe • It suggests that the intervention of England in Dutch affairs is a significant irritation for Philip ('unneighbourly conduct', 'no just cause for interfering', 'reasons... are groundless') • It suggests that Philip's refusal to compromise over the issue of religion is at the heart of his problems in the Netherlands ('you should never have proposed this to me', 'I would rather lose all my kingdoms...') • It indicates that Philip's problems are sufficiently great in the Netherlands that he is willing to offer, or to be seen to offer, concessions to end the revolt ('I shall not...anything else', 'he is not to refuse...them.') <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 United Provinces attracted wide support in the mid-1580s, particularly from Protestants repelled by Philip's aggressive Catholicism and those afraid of Habsburg domination in Europe • Philip's personal antagonism towards Elizabeth I, which had grown over the previous fifteen years, was central to his planning of the Armada despite its many risks for his rule in the Netherlands • Philip's lack of a realistic strategy for his ambitions led to Spain's resources being stretched beyond breaking point - this gave the Dutch rebels, under Maurice of Nassau, vital breathing space to regroup. <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"> • Both sources refer to the problems caused to Philip II by English support for the rebel provinces • Both sources provide evidence of Philip II's determination to end the revolt in the Netherlands, either by military means (Source 3) or through negotiation (Source 4)

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="347 159 1401 262">• Both sources suggest the centrality of Catholicism to Philip II's actions – in Source 3 daily prayers are offered up in 'monasteries and convents' to guide him, while in Source 4, he firmly rejects religious toleration.

Section B: indicative content

Option 2A.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 the accuracy of the statement that discontent with the Catholic Church, in early sixteenth-century Germany, was caused mainly by economic factors.</p> <p>Arguments and evidence that discontent with the Catholic Church, in early sixteenth-century Germany, was caused mainly by economic factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Though the state of the German economy varied greatly from region to region in the early sixteenth century, the financial demands of the Church (e.g. fees, tithes) caused wide resentment • In some areas, e.g. among the peasants of the south-west, discontent was stoked by the clergy's charges for routine services (e.g. baptisms, burials) as real incomes stagnated or fell • Some clerical landlords, e.g. bishops and monasteries, fed anti-clericalism by rack-renting, enclosing common land or attempting to re-introduce feudal dues • Discontent with the Church rose in prosperous areas, e.g. among the bourgeoisie of cities like Nuremberg or the silver miners of Saxony, where many were angered by its demands on their hard-earned wealth • Economic development in the early sixteenth century contributed to growing urbanisation, greater literacy rates and the spread of ideas along trade routes – all facilitated the spread of discontent with the Church • The Church's authorisation of the sale of indulgences, and their aggressive marketing to the poor in particular, provoked many critics of the Church to voice their discontent publicly, e.g. Carlstadt and Luther. <p>Arguments and evidence that opposes the view that discontent with the Catholic Church, in early sixteenth-century Germany, was caused mainly by economic factors and/or that other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Economic factors had little effect on the attitudes of many – wills show that rich and poor freely offered up their wealth to the augmentation of the Church and thousands paid to visit relic collections or buy indulgences • Though economic discontent did appear to rise in early sixteenth-century Germany, e.g. the increase in peasant uprisings, it was not widespread, and was more clearly focused on the secular authorities • Discontent with the Church was commonly fuelled by clerical abuses, e.g. illiteracy and moral degeneracy among the parish clergy or absenteeism and simony among the bishops • Anti-clericalism in Germany was encouraged by the personalities and behaviour of a succession of popes, e.g. Alexander VI and Julius II, and by the perceived domination of the German Church by Italian interests • The growth of humanism, aided by the development of printing, led to public attacks on the Church's teachings by the likes of Erasmus and Hutten. <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 about the accuracy of the statement that, in the years 1517-46, Luther's three pamphlets of 1520 were more important in the development of Lutheranism than any of his other writings and publications.</p> <p>Arguments and evidence that, in the years 1517-46, Luther's three pamphlets of 1520 were more important in the development of Lutheranism than any of his other writings and publications should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The three so-called Reformation Treatises clarified Luther's criticisms of the Catholic Church since 1517 and provided a foundation for the further development of Lutheranism • The timing of the pamphlets, August to November 1520, after <i>Exsurge Domine</i> was published in June and while it was being issued in Germany, reassured Luther's supporters that he was not backing down • <i>To the Christian Nobility of the German Nation</i> called for the secular authorities to lead the reform of the Church and outlined the idea of a priesthood of all believers - both became central to Lutheranism • <i>On the Babylonish Captivity of the Church</i> renewed his attack on the papacy, confirmed the primacy of Scripture and outlined Luther's views on the sacraments – it signalled a permanent schism with Catholicism • <i>Concerning Christian Liberty</i>, written in simple German and addressed to the people, re-stated Luther's prime revelation, the centrality of justification by faith to the salvation of each individual • Each of the pamphlets was supported by impressive scholarship and was cogently argued – they reached a massive audience and confirmed Luther as the undisputed leader of the German reform movement. <p>Arguments and evidence that counter the view that, in the years 1517-46, Luther's three pamphlets of 1520 were more important in the development of Lutheranism than any of his other writings and publications should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Much of the content of the three pamphlets was not new and had been aired by Luther in the years before, e.g. in the debates with Eck and Cajetan or in earlier writings • As the foundation and inspiration of the Lutheran movement, the <i>Ninety-Five Theses</i> had a wider impact than the three pamphlets of 1520 • <i>Against the Murdering and Robbing Hordes of Peasants</i> in May 1525, confirmed the support of the secular authorities and was more important in attracting princely support than <i>To the Christian Nobility</i> • Luther's translation of the Old and New Testaments into German widened their accessibility to the masses and were essential to the basic tenets of Lutheranism, <i>sola scriptura</i> and <i>sola fide</i> • Luther's Hymns, the German Mass and the Catechisms of 1529 were vital to the establishment of an institutional basis for Lutheranism as it spread throughout Germany • Luther's countless letters and other publications were interpreted by contemporaries as essential in the development of Lutheranism, e.g. his views

	<p>on the role of women or the Swiss Reformers.</p> <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 about the extent to which the Iconoclastic Fury (1566) was brought about by religious factors.</p> <p>Arguments and evidence that supports the view that the Iconoclastic Fury (1566) was brought about by religious factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The immediate trigger for the revolt was a series of inflammatory sermons given by Calvinist ministers in Flanders in August 1566, which condemned images and other decoration in churches • Hostility to 'idolatry' was a central tenet of Calvinism, which had grown quickly and in confidence in the southern Netherlands during the 1560s, thanks partly to the migration of French Huguenots • Calvinists were greatly encouraged by the opposition to the heresy laws of some grandees and the 'Beggars', which led them to believe that acts of assertiveness could achieve religious freedom in the Netherlands • The reluctance of the civil authorities to enforce the religious edicts of Philip II in full, and the inability of Margaret of Parma to prevent the spread of hedge preaching, encouraged those planning the Fury • The destruction unleashed by the Fury was co-ordinated, and paid for, by Calvinist ministers and nobles in the hope of destroying the religious <i>status quo</i>, freeing up churches for their own use and achieving toleration • It was claimed by some Calvinists that the Catholic authorities were happy to encourage the Fury, in an attempt to discredit the cause of religious reform and to persuade Philip II to intervene more strongly. <p>Arguments and evidence that challenges the view that the Iconoclastic Fury (1566) was brought about by religious factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Fury was, in part, a consequence of Philip II's attempts to limit the traditional rights and privileges of the Netherlands – his intransigence was a major factor in growing resistance to his rule • The activities of leading grandees, often for political and personal ends, helped destabilise the government of the Netherlands during these years, e.g. their support for the 'Beggars' • Margaret of Parma was a weak Regent, whose inability to balance the demands of Philip II for firm leadership with those of the Dutch for traditional freedoms created a power vacuum in the Netherlands • The revolt was a consequence of depressed trade and food shortages - many of the iconoclasts were unemployed, and looting of valuables from churches and church property was common during the Fury. <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 the significance of the activity of the Sea Beggars in sustaining opposition to Spanish rule in the Netherlands in the years 1567-73.</p> <p>Arguments and evidence that the activity of the Sea Beggars was significant in sustaining opposition to Spanish rule in the Netherlands in the years 1567-73 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Beggars encouraged opposition in 1568 by disrupting Spanish shipping and trade along the coast of the Netherlands, and by openly challenging Alva's forces, e.g. their victory at Delfzijl • The Beggar fleet of around 30 ships continued to harass the Spanish at sea after the defeat of Orange in 1568, and maintained vital lines of communication open to sympathisers raising money and men in England • The activities of the Sea Beggars helped sustain opposition by stretching Alva's already limited resources, e.g. the fortification and garrisoning of many small and isolated settlements in the northern provinces • The seizure by the Sea Beggars of Brill and Flushing in 1572 rallied opposition to Alva – the towns became centres for widening the revolt, e.g. to cities like Haarlem and then to provinces like Friesland • The seizure of Brill and Flushing provided a platform for Orange to re-assert his position as Stadtholder in Holland and Zeeland and to place himself at the head of a renewed rebellion • The maritime supremacy of the Sea Beggars 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. <p>Arguments and evidence that counters the view that the activity of the Sea Beggars was significant in sustaining opposition to Spanish rule in the Netherlands in the years 1567-73 and/or that other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Beggars may have damaged the opposition cause in the years 1569-72 through general acts of piracy that alienated many in the Dutch population, especially in raids on the coasts of Zeeland and Holland • The Sea Beggars damaged Orange's international reputation after he tried but failed to bring them under control, e.g. they were expelled from English ports in 1572 after complaints from German merchants • Opposition to Spanish rule was generated by the nature of Alva's rule, e.g. the execution of Egmont and Hoorn, the Council of Troubles and, especially, the imposition of the Tenth Penny • The severity of Alva's response to the revolt of 1572-73 galvanised opposition to Spanish rule, e.g. the sackings of Naarden, Zutphen and Haarlem • The role of Orange, in 1568 and, especially, in 1572-73, was important in sustaining opposition to Spanish rule and he was able to establish a permanent base of opposition in Holland and Zeeland. <p>Other relevant material must be credited.</p>

