



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI02) Paper 2B

Advanced Subsidiary

Unit 2: Depth study

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

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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors

Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

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

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

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none">• Simple or generalised statements are made about the topic.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.• The overall judgement is missing or asserted.• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none">• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none">• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

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

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the response of the papacy to Luther's challenge to the Catholic church in the years 1517-20.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It provides evidence that Pope Leo saw Luther as a serious challenge to papal authority ("a wild boar," "wild animal") and that strong action needed to be taken against him ("destroyed", "writings..burn them")• It indicates that Luther's influence has spread and that he has "followers and supporters" in Germany helped by the circulation of his ideas ("forbid..the writings")• It indicates that Leo wants to capture and punish Luther ("seize", "hold..captive") but the fact that he has to offer a "suitable reward" may suggest that Luther has enough support in Germany to make this difficult.2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• It is an official document released by the head of the Catholic church which stresses the authority of the papal throne ("committed...St Peter and his successors") – this indicates how seriously Leo was taking Luther's challenge• That it was circulated throughout Germany and the strength of the language used suggests the urgency of Luther's threat• The fact that Luther could no longer be dealt with by the religious authorities in Germany suggests that he was a major problem for the Papacy.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• Leo has been criticised for not taking Luther seriously enough when his writings first appeared in 1517, so that by the time this Bull was issued it was potentially too late to stop him• Thanks to pre-existing hostility towards papal authority in Germany, the polemical quality of Luther's writings and the ease of reproducing these through printing, the Bull had limited effect• This Bull did not excommunicate Luther but due to his reaction and that of his supporters, which included ceremoniously burning it in public, Leo was forced to issue a second which did excommunicate him in 1521.

Question	Indicative content
1b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the development of Luther's idea of justification by faith alone.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • It is an autobiographical account published well after the events it describes – this could affect the reliability of Luther's recollections • It was published shortly before Luther's death in 1546 thus there could be a tendency to make events appear more important than they were so as to secure his legacy • The account is described in dramatic fashion which may also be an attempt to enhance what occurred in order to stress Luther's importance. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It provides evidence that Luther found it difficult to accept the Catholic church's teaching about salvation ('however well...sinner...my repentance') • It indicates that Luther believed the standards set by 'this God' through the 'Ten Commandments' and the 'Gospel' made it impossible for him to attain heaven • It also indicates that after studying the Bible, Luther reached a new understanding of God's wish concerning salvation ('and there...understand') and as a result now believed that heaven was possible ('open gates... heaven'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • Luther's idea concerning justification (<i>sola fide</i> or faith alone) put him on a collision course with the Catholic church which taught that obedience to its teachings and good works were equally important • The fact that Luther came to this revelation through close study of Scripture re-inforced his belief that the Bible was the only source of divine authority and this encouraged him to challenge further the church's teachings • There is some doubt about the accuracy of Luther's recollections here with many believing that the "Tower Experience" took place significantly earlier than 1519 and some arguing that Luther's views developed far more gradually than this account might suggest.

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

Question	Indicative content
2a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the response of the Dutch people to Spanish rule in the years 1573-76.</p> <ol style="list-style-type: none"> 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> • It provides evidence of discontent with Spanish rule ('harsh government') and with its effects ('misery and distress', 'evils', 'public plague') over a prolonged period ('nine or ten years') • It also indicates that although there has been some effort to find peace ('prevent further troubles...Breda') these have failed ('Spaniards continued...ruin...slavery') • It provides evidence that the States-General has now resolved to force the Spanish out in order to restore 'privileges...customs...trade and prosperity' • It suggests that this is a new-found unity given that the peace talks at Breda included only the provinces of Zeeland and Holland in contrast to this agreement, concluded on behalf of 'all these Netherlands' in 'lasting peace and agreement.' 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> • It is an official resolution of the States-General which describes an agreement approved by the majority though does not detail any of the arguments used during debate or the size of any minority view • The language used is highly critical of Spanish rule and of the effects it has had on the Netherlands indicating a significant degree of discontent • The fact that it approves direct action against the Spanish also suggests the strength of opposition to their continuing presence. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> • The Pacification was agreed directly after events known as the Spanish Fury during which Spanish troops had mutinied and rioted all over the Netherlands in response to lack of payment • This was the culmination of years of revolt against Spanish rule which had included the severe rule of Alva up until 1573 • Even though Requesens after 1573 was more conciliatory, he had found it impossible to make peace due in part to the intransigence of Philip II • The Pacification is highly significant because between 1573 and 1576, armed revolt against Spanish rule had been confined mainly to Holland and Zeeland – this was the first time all the provinces had stated their opposition.

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

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the growth of Calvinism in the Netherlands in the early 1560s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> • As an Inquisitor whose job it was to destroy heresy, and as is indicated by the number of cases he was personally involved in, it can be expected that Titelmans takes a hostile view towards Calvinism • It is a private letter written by a government official to the Regent – it may be suggested that it would be dangerous for him to mislead her • It could be that Titelmans over-exaggerates the significance of the events he describes in order to persuade Margaret to take a tougher line • The date of these events in 1562 is three years after Margaret took over as Regent – it may be implied that Titelmans is urging action upon her that he believes she already should have taken. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It provides evidence that the Calvinists are becoming bold in their challenge to authority ('during High Mass', 'in the churchyard', 'attacking...Catholic faith') • It suggests that there is some degree of organisation in this event ('to protect the preacher...pistols') and considerable support for it as 'a crowd of 150 to 200 people from the local area' had assembled during Mass • It indicates that Titelmans is worried that the existing laws cannot deal with the issue ('normal methods...inadequate') and that there is a degree of foreign support ('England and other places'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> • The popularity of Calvinism in the Netherlands accelerated with the outbreak of religious civil war in France in 1562 and the influx of the Huguenots – trading links with England and Germany also helped the spread of protestant ideas • Philip II ordered a vigorous enforcement of the heresy laws but this was made difficult by the complexity of provincial privileges and customs in the Netherlands whereby local officials often refused to stop offenders or turn them over to the Inquisition (as may have happened in this case) • In 1561 Philip II had attempted to reform the bishoprics at least partly to strengthen religious authority and the effectiveness of the Inquisition but this was again opposed as an assault on the privileges and customs of the provinces.

Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the spread of anticlericalism in the early sixteenth century owed as much to political and economic factors as to religious.</p> <p>Arguments and evidence that political and economic factors did contribute to the spread of anticlericalism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The lack of a strong, central political authority in the Empire meant that it was difficult to combat the spread of anticlericalism – it also allowed the Church to exploit Germany financially so stoking resentment• Maximilian I was unable to devote his attentions to Germany sufficiently – by 1517 he was 58, ill and depressed, and consumed with difficulties in France, Italy and Poland• The existence of numerous autonomous princes, dukes and free cities, many of who resented the dominance of a Habsburg Emperor, also made anticlerical ideas, which spread beyond different jurisdictions, difficult to deal with• The growth of a rich, urban and literate population in parts of Germany like the Rhineland and Bavaria, fuelled opposition to the financial demands of the Church – elsewhere, economic difficulties (the decline of the Baltic ports, the effect of price rises on peasants) had a similar effect. <p>Arguments and evidence that religious factors also contributed to the growth of anticlericalism in the early sixteenth century should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There are many specific examples of the religious corruptions of the Church which caused condemnation such as Wittenburg's extensive collection of relics or Albrecht of Mainz's simony• Attacks on the teachings of the Church were common – specific religious criticisms were made by humanists such as Reuchlen, Hutten and Erasmus and in publications such as the <i>Reformatio Sigismundi</i>• There were also popular, localised attacks on members of the clergy singled out for their failures to perform their religious duties properly – these "pastor storms" were common features of the century before 1517• There was significant resentment at the domination of the German church by Italians and the poor examples of the Renaissance Papacy – writers like Celtis reflect this. <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 how accurate it is to say that Luther's influence over the German Reformation declined in the years 1525-46.</p> <p>Arguments and evidence that Luther's influence did decline should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • His condemnation of the peasant revolts was hugely unpopular – it was widely believed that the violence of the language in <i>Against the Murderous, Thieving Hordes of Peasants</i> encouraged the severity of their repression • Luther's conservatism and his inflexibility in discussions with other reformers (notably over the Eucharist at Marburg) lost him the unquestioned leadership of the movement • The Edict of Worms ensured that Luther was confined to Saxony and was unable to attend key events, such as the Diets of Augsburg and Regensburg, therefore ceding influence to figures like Melanchthon and Bucer • Luther's difficult personality, his later illnesses and association with Philip of Hesse in the bigamy scandal all lost him support in the 1540s. <p>Arguments and evidence Luther's influence did not decline should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Though Luther's condemnation of the peasants lost him support among the masses, it gained him the backing of the princes who became increasingly important to the survival and spread of the Reformation in Germany • Luther continued to produce works of considerable influence, notably the German Mass of 1526, the Catechisms of 1529 and the completion of the translation of the Bible in 1534, as well as many popular hymns • Though confined to Saxony, he remained the inspiration of the Reformation – his approval was still sought for the negotiations at Regensburg in 1541 for example. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant Charles V's victory in the Schmalkaldic War of 1546-47 was in his campaign against Lutheranism in Germany.</p> <p>Arguments and evidence that Charles' victory in the Schmalkaldic War was significant in his campaign against Lutheranism in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • He forced the surrender of many of the most important protestant princes including John Frederick of Saxony and Philip of Hesse, both of whom had been central to the propagation of Protestantism in the Empire • Huge areas of protestant Germany now came back under Imperial control, notably Electoral Saxony, and only a few cities like Bremen and Magdeburg held out against him • The subsequent Augsburg Interim of 1547 ordered Protestants to readopt Catholic beliefs and practices pending a final settlement of religious issues in the Empire at the Council of Trent. <p>Arguments and evidence that Charles' victory in the Schmalkaldic War was not significant in his campaign against Lutheranism in Germany should also be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Charles' victory had been dependent on peace with his foreign enemies which did not last – the new French king Henri II for example, soon revived support for the protestant princes in Germany • The Augsburg Interim was acceptable neither to protestants nor many Catholics who disagreed with its minor concessions to protestants so creating opposition on both sides • Charles' enhanced strength thanks to his victory, as illustrated by the creation of the Imperial League, revived anti-Habsburg feeling and his argument with his brother Ferdinand over the Imperial succession also meant he was unable to follow up his victory • Henri's invasion of Metz, Toul and Verdun in 1552 and Maurice of Saxony's desertion of the Imperial cause forced Charles to accept the Peace of Passau guaranteeing Lutherans the right of worship. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the actions of the nobility were the main reason Margaret of Parma failed to establish stable government during the 1560s.</p> <p>Arguments and evidence that the actions of the nobility were responsible for Margaret's failure to establish stable government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Orange, Egmont and Hoorn reacted badly to their exclusion from decision-making under Philip II and to his erosion of the privileges and customs of the Dutch provinces, both of which they regarded as serious threats to their own family interests• They conspired to get Granvelle sacked and publicly withdrew from the Council of State in 1563 when they didn't get their way, so weakening Margaret's government• They campaigned against the reform of the bishoprics and worked to get the heresy laws relaxed so encouraging the 'Beggars' in their request for 'The Compromise'• The reaction of Orange and others to Margaret's Edict on religious freedom in 1566, threatening to go into exile, encouraged the 'Beggars' to demand complete religious toleration. <p>Arguments and evidence that Margaret's failure to establish stable government arose from other factors should also be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Not all the grandees sided against Margaret's government - Aerschot and Mansfelt supported her over the Edict concerning religious freedom in 1566 for example• Margaret was inexperienced, dependent on decisions made by Philip II in Spain and found it difficult to deal with the complexity of government across 17 provinces, each with their own customs and privileges• The activities of Calvinist radicals culminating in the Iconoclastic Fury, militated against stability• Poor economic conditions, especially bad harvests and trade depression caused by the closure of the Baltic, added to the government's problems. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the Sea Beggars were in sustaining opposition to the Duke of Alva's rule in the Netherlands in the years 1568-73.</p> <p>Arguments and evidence that the Sea Beggars were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Sea Beggars assisted Orange's campaign in 1568 by disrupting Spanish shipping and trade, notably their victory at Delfzijl • They continued to harass the Spanish at sea and maintained lines of communication to sympathisers in England • In 1572, the seizure of Brill and Flushing encouraged renewed resistance to Spanish rule in the northern provinces especially – these became havens for those seeking to oppose Alva • The Sea Beggars' disruption of trade helped create the conditions for Orange's second, more successful, invasion. <p>Arguments and evidence that the role of the Sea Beggars was less significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Sea Beggars may have damaged Orange's cause in the years 1569-72 through general acts of piracy which alienated many in the Dutch population as well as potential supporters in Germany and England • Opposition to Alva had been generated by the severity of his own rule: the execution of Egmont and Hoorn, the Council of Troubles and especially the imposition of the Tenth Penny • The role of Orange, in 1568 and especially in 1572-73, was significant in sustaining opposition to Alva. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Oldenbarnevelt's role the key factor in securing the independence of the United Provinces in 1609.</p> <p>How accurate is it to say that Oldenbarnevelt's role was the key factor in securing the independence of the United Provinces in 1609? Arguments and evidence that Oldenbarnevelt's role the key factor in securing the independence of the United Provinces in 1609 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • As Advocate for Holland in the States-General, Oldenbarnevelt encouraged reforms which created greater political unity and co-ordination of decision-making in the United Provinces after 1586 • He helped engineer the appointment of Maurice of Nassau and other members of his family to the positions of Stadtholder in the 7 provinces, and he remained a key political advisor throughout the years 1586-1609 • He was a founder of the Dutch East India Company in 1602 so strengthening the foundations of Dutch commercial prosperity and helping to finance continuing war • He used his influence to curb the religious intolerance of individual provinces, stressing allegiance to secular authority and helping to avoid further division. <p>Arguments and evidence that there were other factors important the key factor in securing the independence of the United Provinces in 1609 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The increasing inability of Spain to finance a sustained campaign against the United Provinces • Military support from England contributed to the campaign for independence • The military successes of Maurice of Nassau contributed to the continuation of the rebellion • The growth of Calvinism in the north contributed to increasing unity and cohesion, and the determination to resist Spain. <p>Other relevant material must be credited.</p>

