Mark scheme

Summer 2018

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

Paper 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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Summer 2018
Publications Code 8HI0_2B_1806_MS

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors

Section A: Questions 1a / 2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	**6–8**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b / 2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**6–9**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	**10–12**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–10**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**11–16**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**17–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

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

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the controversy provoked by the sale of indulgences in Germany in 1517. 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: • It provides evidence that Tetzel, the leading preacher of indulgences in 1517, was offering people who purchased them full forgiveness for their sins ('complete remission…sins') • It indicates that purchasers can buy indulgences to remit the time spent in purgatory by their parents ('save us with a small payment') • It indicates that a purchaser of an indulgence has also to be sorry for their sins to remit time in purgatory ('confess now…priests,' 'all who confess…put money') but, by omission, that those bought for the dead need no such proof. 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • The dramatic tone of the sermon uses the fear of imminent death and eternal damnation to persuade the people to buy the indulgence • It deliberately plays on the emotions of those hearing the sermon in order to induce them to buy indulgences for their dead relatives • The fact that Tetzel was preaching with the authority of the Archbishop Albert of Mainz, and refers to the Pope, would have persuaded many of those listening that the promises he makes are valid. 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: • In order to boost sales, Tetzel's preaching reportedly stretched both Albert's instructions and the Church's teachings in important ways, e.g. by suggesting indulgences could be bought to cover all future as well as all previous sins • This sale of indulgences was controversial partly because of the uses to which the sums raised were to be put, some to pay off Albert's debts to the Fuggers and some to fund the rebuilding of St Peter's in Rome • Though Luther was not the first to condemn the sale of indulgences and did not hear Tetzel preach personally, his attack on the practice in the Ninety-Five Theses triggered the Reformation in Germany.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the spread of Lutheranism in Germany in the years 1517-20. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • It is written by the Papal ambassador at Worms and he is likely to be well informed - Aleandro was also present in Germany in 1520 and witnessed some of what he reports in person • Much of what he reports is second-hand and Aleandro has had no way of checking its veracity before making his report • There is no attempt to play down the spread of Lutheranism or the severity of the situation facing the Catholic Church perhaps because Aleandro is convinced that what he is reporting is actually a true picture. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that Luther's ideas have spread throughout the Empire ('the whole of Germany', 'ninety per cent', 'at Augsburg' , 'elsewhere', 'many other areas') • The source suggests the depth of Luther's support among the German people ('a halo around his head', 'copies…sold out', 'Champions of Christian freedom', 'praised in poems', 'blindly adore') • The references to Luther's 'halo' and that his ideas are being compared to 'St Paul' and 'Christ' suggest he has become a major threat to the spiritual authority of the Catholic Church in Germany. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • Luther's protest against indulgences developed rapidly into a major challenge to the Catholic Church as evidenced by the three pamphlets of 1520 • By the end of 1520, Luther's popularity had already spread throughout Germany both socially and geographically, abetted by his skills as a polemicist and the printing press • Aleandro wanted to use the Diet of Worms to secure Imperial support for the Papal position that Luther was a heretic and have him executed, however Charles V was forced by political pressures to allow Luther safe passage.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the relationship between Spain and the United Provinces in 1609. 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: • It states that both sides have agreed a peace for 12 years ('halt…acts of war', 'subjects will…on good terms') and that both sides will govern the territories they hold in April 1609 for this period ('remain…hold at present') • It indicates that people on both sides will be permitted to move freely between Spanish territories and the United Provinces ('travel…trade and business') suggesting some degree of normality • Though officially a truce, the length of the agreement, together with the fact that Spain recognises the United Provinces as 'free…states against whom they make no claim', suggests something more permanent. 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: • It is an official treaty document that has the clear consent of very senior representatives on both sides, thus is likely to be respected by all involved in the conflict in the short term at least • As a truce reached after the many years of conflict referred to, it is likely to reflect what both sides are willing to accept in the circumstances even though it is not what either originally wanted • The conciliatory language may indicate a sincere desire to end the conflict, or that one or both of the sides involved sees this as a stop-gap until circumstances change in their favour. 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: • Though Spain's intention had been to maintain a Catholic Netherlands within the Habsburg Empire, its deteriorating financial position meant this was increasingly difficult by the early seventeenth century • The northern provinces maintained the rebellion thanks to sound political and military leadership, a booming economy and increasing religious cohesion, but lacked the power to drive Spain out of all the Netherlands, their stated desire • The Truce was intended only as an extension to the armistice of 1607 but by recognising the freedom of the United Provinces in negotiations, Spain was effectively sanctioning its independence – this was finally confirmed in 1648.

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

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into Alva's failure to reconquer the northern provinces in the years 1572-73. 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: • As a diary entry, probably not meant for publication, it can be expected that Jacobz is expressing his thoughts sincerely and reporting the situation accurately as he then sees it • Resident in Amsterdam at the time, he did not witness what he describes though he may have discussed the situation with some who did – as a refugee, he is likely to reflect the anger felt by many Catholics in his position • As a monk, it is unsurprising that he views Alva's defeat through a religious or moral prism – as a result, he may give less prominence to the political or military causes of the defeat. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that Alva's defeat was at least partly caused by the failures of the military leaders, both strategic ('the weakness…too quickly') and moral ('gambled…sinful lives') • It provides evidence of the superiority of the rebel forces suggesting greater commitment to their cause and skill in siege warfare ('bravery of the Beggars', 'ditches…platforms') • It strongly indicates the indiscipline of the ordinary soldiers is to blame ('plundering…church', 'actions…defeat', 'respected no-one'), which alienated both Catholic and Protestant civilians alike. 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: • Alva's failure to subdue the north was partly due to the manner of his rule since 1567 – resistance was galvanised further by his harsh treatment of towns he forced to surrender like Zutphen and (eventually) Haarlem • Even before Alva's campaign started his troops were 18 months' pay in arrears and mutinous, a situation that worsened steadily – the siege of Alkmaar demonstrates his increasing difficulties with army discipline

	• Alva, with Philip's support, refused to negotiate even though he lacked the finances to ensure victory - a series of military setbacks, notably the naval defeat on the Zuider Zee, culminated in his recall in November 1573.

Section B: indicative content

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

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the survival of Lutheranism in the years 1521-29 was due to the weakness of Charles V's position as Holy Roman Emperor in Germany. Arguments and evidence that the survival of Lutheranism in the years 1521-29 was due to the weakness of Charles V's position as Holy Roman Emperor in Germany should be analysed and evaluated. Relevant points may include: • The office of Emperor conferred considerable prestige but neither the financial nor military power needed to enforce the Edict of Worms – Charles did not have the personal resources to make up for this • The elective nature of the office and the political fragmentation of the Empire ensured that any Emperor relied heavily on the princes to combat Luther - this gave those like Frederick the Wise major room for defiance • The weakness of Charles' position is shown in having to abide by his promise to allow Luther safe conduct to and from Worms in 1521 and respect the Capitulation he agreed with the princes at Nuremburg in 1523 • Despite his personal determination to destroy Lutheranism, Charles was forced to postpone enforcement of the Edict at Speyer in 1526 and was unable again to assert his will at the Diet of 1529. Arguments and evidence that the survival of Lutheranism in the years 1521-29 was not due to the weakness of Charles V's position as Holy Roman Emperor in Germany and/or that other factors were more important should be analysed and evaluated. Relevant points may include: • As the acknowledged temporal leader of Christianity, the Emperor should have had the power to deal with Luther – there was sufficient princely support, as demonstrated in 1529, if Charles had been more focused • Charles' dynastic burdens contributed to Luther's survival, notably his difficulties in Spain and with France and the Ottomans resulting in his absence from Germany for much of the period • Charles' dynastically-driven wars involving the Papacy in the late 1520s prevented a united Catholic response to Lutheranism in Germany • Luther's skills as a preacher and writer, and the widespread production of cheap printed material, aided the survival of Lutheranism. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that Lutheran-Catholic negotiations in the years 1529-41 were doomed to failure. Arguments and evidence that negotiations were doomed to failure should be analysed and evaluated. Relevant points may include: • The determination of Charles and many princes to enforce the Edict of Worms as seen at Speyer in 1529 – negotiations came about only because of their inability to crush Lutheranism by military force • Luther, though physically absent from negotiations because of his Imperial ban, was still the ultimate arbiter on the reformers' side and was heavily opposed to compromise on the key issues • The Papacy was determined to uphold the Church's position against the Lutheran heresy – Paul III explicitly condemned Contarini's concessions at Regensburg • The fundamental stumbling blocks to reconciliation, e.g. papal authority, the Eucharist and justification by faith alone, remained throughout this period and there was little room for manoeuvre. Arguments and evidence that negotiations were not doomed to failure should be analysed and evaluated. Relevant points may include: • Charles called Diets in 1530 and 1541 inviting the reformers to talk - he would have preferred some sort of negotiated settlement so that he could concentrate his resources against his enemies outside the Empire • Moderate reformers hoped for reconciliation - the Augsburg Confession was made deliberately conservative to encourage this while Charles' military threats and those of Islam in the east made settlement desirable • Moderates, like Contarini, became more prominent in Rome during the 1530s and Paul's establishment of the *Consilium* in 1537 suggested that the Church could accept some of the reformers' views • Negotiations continued for over two months in 1541 suggesting a desire to settle - the Regensburg Book agreed some of the major differences, e.g. original sin, and even proposed a compromise on justification. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the Philip of Hesse bigamy scandal (1540) damaged the Lutheran cause. Arguments and evidence that the Philip of Hesse bigamy scandal (1540) did damage the Lutheran cause should be analysed and evaluated. Relevant points may include: • Philip's bigamy badly affected the reputation of the German prince who had been most central to the Lutheran cause • The scandal broke at a time that Charles V was already planning a new military campaign against Protestantism thanks to an improvement in his position outside Germany • Damage was done because Philip was so stung by criticism of his actions from the Protestant side that he sought reconciliation with the Emperor and resigned the leadership of the Schmalkaldic League in 1543 • The endorsement of the second marriage by Luther, Melanchthon and Bucer proved highly embarrassing, suggesting that the leading Lutherans may dilute their religious principles for the political support of princes. Arguments and evidence that the bigamy scandal did not damage the Lutheran cause should be analysed and evaluated. Relevant points may include: • By 1540 most of the key German princes were Protestants and remained so despite Philip's bigamy – also Charles was delayed in taking action in Germany by renewed war with France • Philip's reconciliation with the Emperor ended abruptly in 1544 when Charles again threatened military action in Germany – Philip's renewal of the Protestant alliance against Charles led to an Imperial ban in 1546 • Lutheranism had already established deep roots in Germany before the scandal broke and there is little evidence of people deserting the cause in the early 1540s because of the bigamy scandal • By this time, Luther was no longer as central to the Lutheran cause as he had once been – as a result, his miscalculation over Philip did less damage than it might have done in the 1520s. Other relevant material must be credited.

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

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how accurate it is to say that political instability in the Netherlands in the years 1563-67 was caused by religious factors. Arguments and evidence that political instability in the Netherlands in the years 1563-67 was caused by religious factors should be analysed and evaluated. Relevant points may include: • Philip's determination to maintain Catholicism in the Netherlands by heresy laws and the Inquisition was seen by many as an infringement of Dutch traditions of government and created significant tensions • Proposals for the reform of the bishoprics in order to bolster religious authority accelerated opposition to what was seen as Philip's contempt for provincial liberties • The mishandling by Margaret of Parma of demands for religious toleration further destabilised the political situation – she eventually conceded more to the Beggars than Philip was willing to sanction • The spread of Calvinism, which culminated in the Iconoclastic Fury in 1566, made stable government more difficult and made more likely Philip's decision to attempt a military solution. Arguments and evidence that political instability was not caused by religious factors and/or that there were other causes should be analysed and evaluated. Relevant points may include: • The 17 provinces of the Netherlands were only superficially united politically and each jealously guarded a complex range of privileges and liberties, which made them difficult to govern centrally • Philip's Spanish upbringing meant he was not as familiar with the system of government in the Netherlands as his father – he was also unwilling to compromise on his desire for obedience, religious or otherwise • The 'grandees' played an important role in the growing political instability of these years - though religion did inform their actions to some extent, they were also driven by the desire to uphold their own positions • Poor economic conditions, especially bad harvests and trade depression caused by the closure of the Baltic, led to rising unemployment in 1566 and fuelled discontent. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far William of Orange's conduct of the campaign against Spanish rule in the years 1573-1584 can be termed a success. Arguments and evidence that William of Orange's conduct of the campaign against Spanish rule in the years 1573-84 was a success should be analysed and evaluated. Relevant points may include: • As the figurehead of the rebellion, he successfully reconciled the complex religious and political demands of a diverse set of provinces for over a decade, enabling resistance to Spanish rule to remain undefeated • Orange's skills as a political operator are shown in his encouragement of the passing of the Pacification of Ghent in 1576, fomenting opposition to Spanish rule beyond Holland and Zeeland where it had been confined • His understanding of the need for foreign intervention sustained the rebellion – his invitation to Anjou in 1581 acknowledged the weakness of his own position and cemented French support at a crucial time • He helped the rebel provinces cohere politically, e.g. the use of the States-General as a representative body, and laid the foundations of independence by the Union of Utrecht and Act of Abjuration. Arguments and evidence that Orange's conduct of the campaign against Spanish rule in the years 1573-84 was not a success should be analysed and evaluated. Relevant points may include: • Orange's military abilities were lacking – he failed to capitalise on Spain's financial difficulties in the years 1573-74 to extend the revolt and proved incapable of mounting serious opposition to Parma even with foreign help • His conversion to Calvinism in 1573 and support for religious toleration drove some provinces to sign the Treaty of Arras in 1579 – this paved the way for Parma's gains and the permanent division of the Netherlands • His association with Anjou, who was widely unpopular due to his Catholicism and as a foreign pretender to Philip II, further stymied the cause - the French Fury seriously damaged Orange's credibility • The Union of Utrecht was riven by political and religious divisions, which Orange found impossible to overcome - on his death, the outlook for the 'Disunited Provinces' was bleak. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which foreign support explains the military success of Maurice of Nassau in the years 1585-1600. Arguments and evidence that foreign support does explain the military success of Maurice of Nassau in the years 1585-1600 should be analysed and evaluated. Relevant points may include: • Elizabeth I's decision to sign the Treaty of Nonsuch, providing money and men to the Dutch cause, followed years of Spanish gains and gave Maurice vital support in his early years as Stadtholder • The Spanish attack on England consequent on Nonsuch diverted 15 000 of Parma's men from the Netherlands in 1588 allowing Maurice to win his first major victory at Bergen • Common cause between the Dutch and Henry IV of France compounded Spain's problems – Philip II's order to Parma to help the Catholic League enabled Maurice to take Zutphen and Nijmegen in 1591 • The Treaty of Greenwich with France and England in 1596 recognised the United Provinces for the first time as an independent state and helped contribute to Maurice's gains in 1597. Arguments and evidence that foreign support does not explain the military success of Maurice of Nassau in the years 1584-1600 and/or there were other reasons for his success should be analysed and evaluated. Relevant points may include: • The intervention of the Earl of Leicester in the years 1586-88 was unproductive – he failed to coordinate Dutch resistance, was frequently absent and even suggested that Maurice should come to terms with Parma • The Treaty of Greenwich diverted Maurice's forces to support English and French strategic interests elsewhere, e.g. campaigns in Cadiz and the Azores, while France made a separate peace with Spain in 1598 • The root cause of Maurice's success was Spain's bankruptcy and inability to pay its troops, which was only partially caused by foreign support – Philip II's doubtful foreign policy decisions may be more to blame • Maurice's military skills and leadership were crucial to the victories of this period, e.g. the standardisation of weaponry or innovative tactics used at the siege of Groningen and in open battle at Turnhout. Other relevant material must be credited.