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## Mark Scheme (Results)

October 2020

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

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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## 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• 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.</li></ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>8-12</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
2	4-7	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
3	8-12	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li></ul>
4	13-16	<ul style="list-style-type: none"><li>• 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.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• 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.</li><li>• 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.</li></ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: indicative content

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

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 reasons for the success of Luther's challenge to the Catholic Church in the years 1517-20.</p> <p><b>Source 1</b></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"><li>• Mosellanus was present at the debate between Luther and Eck at Leipzig so was able to view Luther at close quarters over a period of weeks and judge his qualities</li><li>• As a professor of Latin and Greek himself, he was able to make a well informed evaluation of Luther's abilities as a scholar and a debater</li><li>• Though Mosellanus clearly admires Luther, the fact that he also comments on Luther's failings adds balance to the account and gives greater weight to his evidence.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the success of Luther's challenge to the Catholic Church in the years 1517-20:</p> <ul style="list-style-type: none"><li>• It provides evidence of Luther's abilities as a scholar and hence his ability to challenge the Church effectively ('wonderfully learned', 'enough Hebrew and Greek', 'immense stock of ideas')</li><li>• It indicates that Luther was an excellent debater, who was able to argue and persuade a highly-learned audience of his case ('skilled in speaking', 'understood this trap', 'Eck triumphs only...the subject at all')</li><li>• It provides evidence of Luther's attractive personality ('friendly man...no arrogance', 'always has a happy face'), suggesting that Luther had the charisma to attract supporters.</li></ul> <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"><li>• Luther was a highly-educated man with a deep knowledge of the Bible and the teachings of the Catholic Church – an Augustinian friar, he was also a Doctor of Theology and taught at the University of Wittenberg</li><li>• Luther was driven by his need to understand God's will concerning salvation – despite strictly following the Church's teachings, he had despaired of redemption and turned to scripture for inspiration</li></ul>



Question	Indicative content
	<ul style="list-style-type: none"> <li>• Eck was also a widely-respected scholar and debater – many present at the debate believed that he had the better of exchanges, forcing Luther to go further than he had anticipated and strongly associating him with Hus</li> <li>• The debate was crucial in the success of Luther’s challenge – whilst also attracting a wider audience to his views, he was now forced to develop his ideas on papal supremacy and the primacy of scripture.</li> </ul> <p><b>Source 2</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• Written by Luther himself and published in his name, it outlines his challenge to key tenets of Catholic teaching</li> <li>• It was published in November 1520 after (and despite) the issuing in June of the Papal Bull condemning his views and threatening him with excommunication</li> <li>• The style of writing illustrates Luther’s ability to elucidate and discuss complex matters of theology in a lively and accessible manner.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for success of Luther’s challenge to the Catholic Church in the years 1517-20 <ul style="list-style-type: none"> <li>• It provides evidence of Luther’s rejection of good works as a means of salvation (‘without...works’, ‘profits no one...certain meats’), picking up on already widespread criticism of church practices</li> <li>• It indicates Luther’s belief in the primacy of scripture (‘One thing...the Gospel of Christ’), successfully building upon long-standing criticism of church teachings and abuses</li> <li>• It provides evidence of Luther’s belief in the priesthood of all believers (‘all priests forever...appear before God’), so attacking papal and clerical authority, which was already under attack from many in Germany.</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• Luther’s abilities as a communicator, in person and on paper, were crucial to the success of his challenge – many were drawn to his side as a result, whether illiterate or highly educated</li> <li>• Luther’s attack on the need for works, and thus the role of pilgrimages, fasting and other outward signs of piety, tapped into long-standing and widespread criticism of the Church in Germany and was widely popular</li> <li>• Luther’s assault on the authority of the priesthood over the laity, and of their importance in the attainment of salvation, amplified decades-old and widespread anti-clericalism in Germany</li> <li>• Luther’s pamphlets of 1520 (which clarified and extended his challenge despite the threat of excommunication and death hanging over him) demonstrated the sincerity of his views and the strength of his character.</li> </ul> </li> </ol>

Question	Indicative content
	<p data-bbox="320 165 549 197"><b>Sources 1 and 2</b></p> <p data-bbox="320 206 1286 237">The following points could be made about the sources in combination:</p> <ul data-bbox="368 246 1414 515" style="list-style-type: none"><li data-bbox="368 246 1358 315">• Both sources provide evidence of Luther’s abilities as a scholar and a communicator, which were vital in the success of his challenge</li><li data-bbox="368 324 1414 439">• Both sources indicate Luther’s belief in the vital importance of scripture as a source of authority for his own views and as evidence to support his criticisms of Catholic teaching</li><li data-bbox="368 448 1414 515">• Source 2 can be seen as a consequence of Luther’s need to flesh out his criticisms of the Church as a result of the debate referenced in Source 1.</li></ul>

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 impact of Calvinism in the Netherlands in the years c1563-67.</p> <p><b>Source 3</b></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"> <li>• As a petition framed by the Calvinists in Ghent, it will accurately reflect their beliefs and demands</li> <li>• It was presented in 1565, at a time of fast-developing religious controversy in the Netherlands and despite Philip II's strict entreaties to his government to contain and eradicate heresy</li> <li>• Though its language is respectful, the tone of the petition is confident and assertive, making no attempt to mask its religious differences with the Catholic Church.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Calvinism in the Netherlands in the years c1563-67:</p> <ul style="list-style-type: none"> <li>• It suggests that the Calvinists were, at this stage, a minority in the city of Ghent by their demand for only one place of worship ('church or a house')</li> <li>• It indicates that the Calvinists in Ghent were confident enough to request religious toleration in return for civil obedience ('live here in peace', 'obey you in all things') and the discharge of their civil obligations ('taxes')</li> <li>• It provides evidence of the certainty and dedication of the Calvinists ('challenge the Papists', 'dispute openly...truth'), even offering prayers for the conversion of Philip II ('dark spirits...sin of unbelief').</li> </ul> <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"> <li>• Calvinism grew strongly in the Netherlands in the 1560s, especially in southern provinces like Flanders, due to an influx of Huguenots from France and encouragement drawn from Switzerland and England</li> <li>• The theology of Calvinism, drawing upon a literal reading of the Old and New Testaments, created small but confident communities, convinced of their adherence to God's will and determined to resist oppression</li> <li>• Calvinists claimed religious toleration on the basis of the traditional customs and privileges of the Netherlands – this claim was supported by many Catholics anxious to maintain this form of government</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• Philip II was determined to impose both Catholic conformity and obedience to his will in the Netherlands – he repeatedly ordered his government to eradicate heresy rather than concede toleration.</li> </ul> <p><b>Source 4</b></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"> <li>• The report was compiled by an official with responsibility for monitoring Calvinist activity in Ghent – even if he did not witness these events himself, he can be expected to be fully and accurately informed</li> <li>• Though written by a Catholic probably hostile to Calvinism, the language of the report is mainly neutral and informative, adding weight to its evidence</li> <li>• The report was written in 1566 during a period of high religious tension, not long after the presentation of the Compromise in January and shortly before the start of the Iconoclastic Fury in August.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Calvinism in the Netherlands in the years c1563-67:</p> <ul style="list-style-type: none"> <li>• It indicates that Calvinist meetings were becoming defiantly open ('on Sunday at noon') and large ('4000'), suggesting an increasing impact in the Netherlands</li> <li>• It provides evidence that the Calvinists were confident in their challenge to Catholicism ('Gospel...preached correctly', 'attacked... Papist superstitions', 'check...their own Bibles')</li> <li>• It indicates an increasing challenge to civil authority ('Despite the rules', 'obey...rather than...magistrates', 'fugitive...for quite a while') and raises the possibility of open revolt ('take over the countryside').</li> </ul> <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"> <li>• The number of open-air sermons grew hugely during the summer of 1566, attracting thousands across the southern Netherlands – they were often ignored by officials, who were either sympathetic or unable to stop them</li> <li>• Calvinist confidence was so high at this time that the first 'synod' of their church was held in Antwerp in June 1566 in order to train and attract more preachers and to organise the spread of Calvinist literature</li> <li>• Caught between Philip II's hostility to toleration and domestic demands to relax the heresy laws from both Calvinists and Catholics, Margaret of Parma's government prevaricated, so encouraging the Calvinists further</li> <li>• The Calvinists erupted in August with the destruction of images in Catholic churches – despite Margaret of Parma's desire for conciliation and toleration, Philip responded with force.</li> </ul>

Question	Indicative content
	<p data-bbox="320 165 549 197"><b>Sources 3 and 4</b></p> <p data-bbox="320 206 1286 237">The following points could be made about the sources in combination:</p> <ul data-bbox="368 286 1406 595" style="list-style-type: none"><li data-bbox="368 286 1406 398">• The sources both come from Ghent in Flanders – while not necessarily typical of the Netherlands as a whole, they can be used to demonstrate the impact of Calvinism in one important city</li><li data-bbox="368 407 1406 519">• Coming from 1565 and 1566, years of growing religious conflict in the Netherlands, they can be used to illustrate how the impact of Calvinism developed at this crucial time</li><li data-bbox="368 528 1406 595">• Both clearly illustrate the growing confidence of the Calvinist minority in the Netherlands and the nature of their challenge to the authorities.</li></ul>

## Section B: indicative content

### Option 2B.1: Luther and the German Reformation, c1555–1555

Question	Indicative content
<b>3</b>	<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 humanism was a factor in the growth of anti-clericalism in early sixteenth-century Germany.</p> <p>Arguments and evidence that humanism was a factor in the growth of anti-clericalism in early sixteenth-century Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Humanist scholars were strongly critical of the Church in the early sixteenth century, calling for reform of clerical abuses, an overhaul of Church teachings and the spiritual re-invigoration of the people</li><li>• Erasmus' writings sold heavily in Germany - <i>The Handbook of the Christian Soldier</i> (1501) called for more focus on basic Christian teachings, while <i>In Praise of Folly</i> (1511) ridiculed the monastic orders especially</li><li>• Von Hutten and Rubeanus satirised clerical abuses in <i>Letters From Obscure Men</i> (1515) and criticised, in particular, the misuse of the German church by a corrupt Italian papacy</li><li>• Conradus Celtis developed the nationalism of von Hutten into a general attack on papal domination in Germany, lecturing at prominent universities like Ingolstadt and on tours throughout the Empire</li><li>• Humanist thinking was particularly influential in richer and well-educated circles, those likely to have the greatest influence on German society, encouraging many to question and challenge the Church's conduct.</li></ul> <p>Arguments and evidence that humanism was not a factor in the growth of anti-clericalism in early sixteenth-century Germany and/or that there were other factors that were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The humanists usually wrote for, or lectured to, an educated audience in Latin, suggesting their views were unlikely to have more than a limited impact on the growth of anti-clericalism in Germany</li><li>• The price of printed books and the narrow academic styles often adopted by humanist authors, e.g. satire and dialogue, precluded the wide dissemination of their views among ordinary people</li><li>• Anti-clericalism grew independently of the high-tide of humanism in early sixteenth Germany, as the older folk tales of <i>Reynard the Fox</i> and the calls for reform in the <i>Reformatio Sigismundi</i> both demonstrate</li></ul>

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|  | <ul style="list-style-type: none"><li>• Other factors were important in the growth of anti-clericalism in the early sixteenth century, e.g. papal and clerical abuses, the lack of a strong, centralised political authority and economic strains.</li></ul> |
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Other relevant material must be credited.

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the Augsburg Confession (1530) in the development of Lutheran beliefs in the years 1521-46.</p> <p>Arguments and evidence that the Augsburg Confession (1530) was significant in the development of Lutheran beliefs in the years 1521-46 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Augsburg Confession set out definitively and comprehensively the beliefs and teachings of German Lutherans (the twenty-one theses), e.g. the centrality of justification by faith and the role of the sacraments</li> <li>• The Confession also clearly delineated those elements of Catholic teaching which Lutherans in Germany rejected (the seven antitheses), e.g. the need for clerical celibacy and the importance of monastic vows</li> <li>• The Confession subsequently became the primary confessional document of German Lutheranism and was central to the unity and success of the Schmalkaldic League in the 1530s and 1540s</li> <li>• The Confession provided a defined theological distinction from both Catholicism and the more radical protestant reformers in the Empire, giving Lutherans both clarity and confidence</li> <li>• Drafted by Philip Melanchthon in Luther's absence, the Confession signalled the continuation and development of Lutheran beliefs independently of Luther himself.</li> </ul> <p>Arguments and evidence that the Augsburg Confession (1530) was not significant in the development of Lutheran beliefs in the years 1521-46 and/or that other developments were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Luther's works during the 1520s were highly significant in the development of Lutheranism, e.g. the translation of the New Testament, the Catechisms, the German Mass, his letters, sermons and hymns</li> <li>• Melanchthon had already provided a statement of Lutheran beliefs, the <i>Loci Communes</i> in 1521, which was vital in the clarification of Lutheranism before the Augsburg Confession and which remained prominent after</li> <li>• Johannes Bugenhagen played an increasingly important role in the development of the Lutheran Church in the late 1520s and 1530s – the Saxon Model gave organisational and practical form to Lutheran beliefs</li> <li>• The development of Lutheran beliefs was dependent on the protection afforded by the princes, e.g. Luther's abduction by Frederick the Wise, and the continued inability of Charles V to effect the Edict of Worms.</li> </ul> <p>Other relevant material must be credited.</p>



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

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that Orange's invasions of the Netherlands in 1568 were motivated more by his own personal ambition than by principle.</p> <p>Arguments and evidence that Orange's invasions of the Netherlands in 1568 were motivated by his own personal ambition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• From one of the most prominent families in the Netherlands, Orange had reacted badly to his loss of influence in the 1560s and had repeatedly shown himself determined to protect his own interests</li><li>• Summoned before the Council of Troubles, Orange was sentenced to death in his absence and lost both his estates and positions as stadtholder - invasion was his only option if he was to recover his personal position</li><li>• Orange's religious views had already led to him being termed a '<i>politique</i>' – though still nominally a Catholic, his support from European Protestants against a Catholic king suggests personal ambition was his motivation</li><li>• Aspects of Orange's personal life had already suggested ambition, e.g. his second marriage to Anne of Saxony was widely seen as an attempt to extend his personal influence in western Germany</li><li>• Alva's execution, in 1568, of the other Grandees prominent in the opposition to Margaret assured Orange of the leading position in Dutch government should his invasion be successful.</li></ul> <p>Arguments and evidence that Orange's invasions of 1568 were motivated by principle should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Orange had spoken, and acted, in favour of religious toleration in the Netherlands since at least 1564 – thus, his invasions of 1568 can be seen as a consequence of deep personal principle</li><li>• Orange's long-standing opposition to Philip II's attempts to impose stricter government on the Netherlands was in defence of the traditional customs and privileges of the provinces rather than his own personal interests</li><li>• As his manifesto of 1568 makes clear, Orange was genuinely appalled by the actions of Alva's government in the Netherlands, notably the activities of the Council of Troubles and executions of Egmont and Hoorn</li><li>• Orange risked a great deal personally by invading in 1568, suggesting principle, rather than ambition, as motivation – his remaining finances were seriously stretched and his own safety was put in real jeopardy</li></ul>

	<ul style="list-style-type: none"> <li>Orange's decision to continue with the invasion of Brabant in October, despite Louis' defeat at Jemmigen in July and the massacre of his army by Alva, suggests principle, not personal ambition, was his motivation.</li> </ul> <p>Other relevant material must be credited.</p>
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Question	Indicative content
<b>6</b>	<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 victories at Turnhout (1597) and Nieuwpoort (1600) were in the success of Maurice of Nassau's military campaign against Spanish rule in the years 1585-1607.</p> <p>Arguments and evidence that the victories at Turnhout (1597) and Nieuwpoort (1600) were significant in the success of Maurice of Nassau's military campaign against Spanish rule in the years 1585-1607 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Coming shortly after the third bankruptcy of the Spanish crown and its resulting difficulties in paying its troops, the loss in both battles dealt important blows to Spanish morale in the Netherlands</li> <li>Both battles vindicated Maurice's reforms to the armed forces made since his appointment as commander in 1587, e.g. they demonstrated the effect of his well-drilled units and his focus on the use of cavalry</li> <li>Spanish losses at Turnhout, over 2000 casualties and over 500 men captured, were difficult to replace and helped to stunt their recent gains in the border territories disputed by both south and north</li> <li>At Nieuwpoort, Maurice inflicted further heavy losses, over 2500 men, including many veterans from elite units, helping to compensate for the loss of French support following the Peace of Vervins in 1598</li> <li>The victories cemented Maurice's position as commander and stadtholder, and helped maintain English support for the United Provinces, in the short-term at least.</li> </ul> <p>Arguments and evidence that the victories at Turnhout (1597) and Nieuwpoort (1600) were not significant in the success of Maurice of Nassau's military campaign against Spanish rule in the years 1585-1607 and/or that there were</p>

other significant reasons for this success should be analysed and evaluated.  
Relevant points may include:

- The battle at Turnhout was a relatively small engagement and had little long-term military significance – Maurice withdrew from the town soon after, upon the approach of Spanish reinforcements
- The victory at Nieuwpoort was part of an otherwise failed strategic plan to seize the channel ports and incite the people of Flanders to join the northern rebellion – Maurice retreated north within months
- The genesis of the Nieuwpoort campaign exposed serious divisions between Maurice and Oldenbarnevelt, was poorly planned and executed, and led to serious losses even in victory (over 2000 men)
- The skilled leadership of Maurice was highly significant in the success of his campaigns, e.g. his reforms to military organisation and the tactics utilised in the years before 1597
- The earlier siege victories, which helped consolidate the rule of the United Provinces in the north, e.g. at Breda in 1590 and Groningen in 1593, can be viewed as more significant
- The inconsistent funding of the Spanish forces in opposition to Maurice was a significant factor in the success of his campaign both before and after the two battles.

Other relevant material must be credited.

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