

Mark scheme (Results)

Summer 2022

GCE History (8HI0/2B)
Advanced Subsidiary

Paper 2: Depth study

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

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

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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, c1515-55

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 Luther's reasons for condemning the Peasants' War (1525).</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 indicates that Luther is condemning the peasants for their disobedience to him personally ('consider...their own hands')• It indicates that Luther is condemning the peasants for their violence ('like mad dogs', 'robbers and murderers', 'murder and bloodshed')• It suggests that Luther is condemning the peasants for their threat to the social order ('turns everything upside down.', 'rebellious peasants...within their rights').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">• As a pamphlet written by Luther on the subject of the Peasants' War, it will give a sound indication of his views• It is useful because it was written at the time of the Peasants' War in May 1525• The language of the pamphlet is angry but certain, expressing no doubt about the guilt of the rebellious peasants.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 Peasants' War caused considerable alarm across southern and western Germany especially• Luther was angry with the peasants because many claimed his challenge to authority was their inspiration, something he was anxious to rebut• Luther was reliant on the German princes to protect him from the consequences of the Edict of Worms – he could not afford to be seen as sanctioning rebellion against authority as a result.

Question	Indicative content
<p>1b</p>	<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 Luther's role in the controversy over the sale of indulgences in 1517.</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 written shortly before Luther's death in 1546, and after a long period of declining influence, thus there could be a tendency to make his role appear more important than it was so as to secure his legacy • The language of the source is straightforward and in a narrative style. 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 suggests that Luther's concern in the indulgence controversy was only to bring the errors of the indulgence sellers to the attention of the bishops and the papacy ('I wrote two letters.', 'defend the Pope's honour.') • It suggests that Luther was unaware that his protests against indulgences would cause the controversy that they did ('produced some theses for debate...Instead, my theses caused havoc') • It indicates that Luther was saved from the wrath of the authorities only by the reaction of the people to his protests ('German people had grown tired of the deceits...Church', 'Public opinion was moving in my favour'). 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 claims of the indulgence-sellers active in Germany during 1517 were a theological affront to many in educated circles like Luther • Luther was not the first to object publicly about the sale of indulgences but his abilities as an author and preacher, also his personal bravery, turned his Ninety-Five Theses into a major challenge to the Church • In 1517, Luther was an obscure academic at the new university of Wittenberg, which is why his objections were ignored for so long • Luther's objections to the sale of indulgences tapped into strong feelings of anti-clericalism in Germany, which amplified the effect of his challenge to the indulgence sellers.

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

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 impact of Calvinism in the Netherlands in the 1560s.</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">• The source indicates that Calvinism has won support among the most influential figures in the community ('schoolmaster', 'instructed them...no longer leads them')• It provides evidence that Calvinists are determined in their beliefs, despite the threat of punishment ('He firmly replied...Calvin.')• It suggests that the authorities were so perturbed by the impact of Calvinism in the Netherlands that harsh measures were necessary to stamp it out ('banished this man from the Netherlands.').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">• The source is from 1568 during a period of considerable Calvinist growth in the Netherlands and just after the Duke of Alva had been appointed to deal with it• The source is taken from an official document recording the deliberations of the Council of Troubles, the body set up by Alva to destroy heresy in the Netherlands• The language of the source is clear and unambiguous, as befits the evidence given at a trial or in cross-examination.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">• Calvinism grew quickly in the Netherlands during the 1560s, despite the attempts by Philip II and his government to stamp it out with harsh heresy laws and the Inquisition• Calvinists were characterised by their self-confidence and determination to defend their beliefs, despite the wrath of the authorities• After several years, during which Margaret of Parma proved unable to combat Calvinism to the satisfaction of the King, Alva was sent to crush it for good in 1567.

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 development of the revolt in the province of Holland in 1572.</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"> • Written by magistrates from a town in the province of Holland, it is likely to be well informed of events • The letter only gives an indication of events in one, small town in Holland – conditions elsewhere could have been quite different • The magistrates are attempting to put their side of the story to the Stadtholder and, in turn, to Alva and the King – this could lead them to present a misleading account of events in order to look better. 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 fear of the severity of Alva's royal army is a cause of disobedience to the authorities in Holland ('The people feared that a massacre...would happen here.') • It suggests that the atmosphere in Holland is febrile and uncertain by the lengths the magistrates had to go to quash the rumours and restore order ('only...after four men...disperse') • The source suggests that those loyal to Philip II are struggling to maintain control of towns like Gouda in 1572 ('we hope to continue...His Majesty.'). 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"> • Opposition to Alva's rule, notably the imposition of the heresy laws and the economic damage done by the Tenth Penny, helped stoke unrest across the Netherlands in the early 1570s • Revolt broke out in 1572 – it was led by William of Orange, whose forces invaded the Netherlands in May, aided by the Sea Beggars, who had established a base in Brill in the province of Holland in April • Alva's reputation for harshness and his inability to control his soldiers, who were often mutinous, caused considerable fear – however, this also had the effect of stiffening resistance to him in provinces like Holland.

Section B: indicative content

Option 2B.2 Luther and the German Reformation, c1515-55

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the importance of the printing press in the development of Luther's challenge to the Catholic Church in the years 1517-21.</p> <p>Arguments and evidence that the printing press was important in the development of Luther's challenge to the Catholic Church in the years 1517-21 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The rapid growth of the printing press helped prepare the grounds for Luther's challenge by encouraging the market for cheaply-produced devotional works in Germany• The press enabled Luther to access humanist texts when developing his own ideas, notably Erasmus' Greek Testament• The presses in the larger urban centres churned out Luther's writings, sermons and letters in huge numbers between 1517 and 1521 turning him into a figure of international importance that the Church could not ignore• Cheap, mass-produced images of Luther were widely produced for the illiterate majority, vastly exceeding the number of Luther's books in circulation and turning him into a popular German hero. <p>Arguments and evidence that the printing press was not important in the development of Luther's challenge to the Catholic Church in the years 1517-21 and/or that other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Much of the material produced by the presses in this period focused on attacking the Catholic Church, rather than in fostering an understanding of the theological basis of Luther's challenge• The mistakes of Luther's Catholic opponents were crucial in the development of his challenge in these years, e.g. Cajetan and Eck• Luther's character, and his abilities as a scholar and polemicist, were crucial in the development of his challenge. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant the role of Philip Melanchthon was in the development of Lutheranism in the years 1521-46. Arguments and evidence that Melanchthon's role was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Melanchthon produced the <i>Loci Communes</i> in 1521, the first attempt to systemise Luther's ideas in one volume, which became a fundamental of Lutheran teaching • Melanchthon played the leading part in drafting the Lutheran statement of faith, the Augsburg Confession, and assisted Luther in the German translation of the Bible • Melanchthon increasingly represented Luther in meetings at which he could not be present because of Luther's Imperial Ban, e.g. at Augsburg and Regensburg • His skills as a diplomat and conciliator complemented Luther's more combative approach in discussion both with other reformers, notably Zwingli and Bucer, and with the Catholic authorities. <p>Arguments and evidence that Melanchthon's role was less significant in the development of Lutheranism in the years 1521-46 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Luther remained the charismatic founder of, and key inspiration for, Lutheranism – his skills as a popular preacher and writer contrasted with the more staid and scholarly Melanchthon • Luther continued to produce works of considerable influence, including the German Mass of 1526 and the Catechisms of 1529 • Though confined to Saxony by his Ban, Luther remained the ultimate arbiter for protestants and his approval was still sought for Melanchthon's negotiations at Augsburg and Regensburg • The contribution of others, notably Bugenhagen and Bucer, may be considered as significant as Melanchthon's. <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 the extent to which Charles V was personally responsible for the failure to defeat Lutheranism in the years 1521-55.</p> <p>Arguments and evidence that Charles V was personally responsible for the failure to defeat Lutheranism in the years 1521-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Charles' lack of understanding of the profundity of the Lutheran challenge led him to neglect Germany during the 1520s when Lutheranism could still have been defeated, choosing to prioritise his Spanish interests instead • On more than one occasion, Charles prioritised dynastic issues over dealing with Lutheranism in Germany, enabling it to grow, e.g. he spent most of the 1530s pursuing Habsburg wars against the Ottomans and the French • Even after defeating the Schmalkaldic League in 1547, Charles blew his advantage by ill-judged attempts to impose his will on the German princes with the Augsburg Interim and the Imperial League • By the 1550s, Charles was no longer personally able to take the attack to the Lutherans due to illness and fatigue, which contributed to the concessions at Passau and Augsburg. <p>Arguments and evidence that Charles V was not personally responsible for the failure to defeat Lutheranism in the years 1521-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The number and complexity of the problems facing Charles during this period were not of his own making – despite unquestionable personal commitment, it is unsurprising he failed to defeat Lutheranism • Throughout these years, Charles' enemies conspired against him at crucial moments despite their religious differences, e.g. the support of the Catholic French and Muslim Ottomans for the Lutherans in the 1530s and 1550s • The papacy often failed to give Charles adequate support for his campaigns against the Lutherans, e.g. failing to call a General Council to consider Lutheran criticisms until 1545, despite Charles' calls in the 1520s • The strength of opposition among Lutherans to Charles' demands is demonstrated by the vitality of the Schmalkaldic League in the 1530s and, even after its defeat, in the 1550s. <p>Other relevant material must be credited.</p>

Option 2B.2: the Dutch Revolt, c 1563-1609

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 how accurate it is to say that the influence of Granvelle was the main cause of political instability in the Netherlands in the years c1563-67.</p> <p>Arguments and evidence that the influence of Granvelle was the main cause of political instability in the Netherlands in the years c1563-67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• As both chief advisor to the regency government of the inexperienced and unsure Margaret of Parma, and as Archbishop of Mechelen, Granvelle held extensive political and religious sway up to 1564• Granvelle, created a Cardinal in 1561, determinedly sought to counter the growth of Protestantism with the use of the Inquisition and by reform of the bishoprics – both created widespread opposition and instability• Granvelle's disregard for the traditions and privileges of the provinces, epitomised by the political effects of the reform of the bishoprics, contributed to political instability• Granvelle's dominance in the Council of State contributed to the resentment of the leading Grandees and their withdrawal from it in 1563 – this contributed to a public rift between the King and his leading Dutch subjects. <p>Arguments and evidence that that the influence of Granvelle was not the main cause of political instability in the Netherlands in the years c1563-67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Granvelle was only carrying out the personal instructions of Philip II in both political and religious matters• Margaret was an unsuitable regent due to her lack of political experience and knowledge of the Netherlands – she could neither stand up to Granvelle before 1564 nor the Grandees after• The leading Grandees, motivated by a combination of personal grievance and fear for the political and religious character of the Netherlands, played leading roles in the growth of political instability• Economic factors played a role in the growth of political instability, e.g. the closure of the Baltic to Dutch ships in 1563 led to business failures and unemployment. <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 the significance of the Union of Arras in the re-establishment of Spanish rule in the Netherlands in the years 1579-84.</p> <p>Arguments and evidence that the Union of Arras was significant in the re-establishment of Spanish rule in the Netherlands in the years 1579-84 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Union led to the secession of three southern provinces, Hainaut, Walloon Flanders and Artois, from the States-General, thus fragmenting the anti-Spanish unity created by the Pacification of Ghent • The Union provided a rallying point for Catholics throughout the Netherlands, encouraging reconciliation to Spanish rule • The Treaty with Philip II, recognising the Union, offered significant concessions to the Dutch for their loyalty, removing many of the root causes of rebellion since the 1560s • Troops financed and supplied by the Union enabled Parma to make important gains during the years 1579-81, so that rebel-held territory was vastly reduced. <p>Arguments and evidence that the Union of Arras was not significant in the re-establishment of Spanish rule in the Netherlands in the years 1579-84 and/or that there were other significant factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Union only ever extended to southern, largely Catholic, provinces and did not assist the Spanish in re-establishing rule throughout the Netherlands • The Union was less significant in reconciling Catholics to Spanish rule than the actions of the Calvinists, e.g. the intervention of Casimir • Orange's political and military mistakes, e.g. his attempts to replace Philip II as sovereign with Anjou, were major contributors to the re-establishment of Spanish rule in the south • Parma's military and diplomatic skills were key to the success of the Spanish re-conquest. <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 the accuracy of the statement that Spain's intervention against England and France was the major reason for the military gains of the United Provinces in the years 1585-1600.</p> <p>Arguments and evidence that Spain's intervention against England and France was the major reason for the military gains of the United Provinces in the years 1585-1600 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The diversion of Parma's forces to assist in the invasion of England in 1588 gave the United Provinces vital breathing space with which they could prepare their fight back • The defeat of the Armada, and the failure of further Spanish actions against England in the 1590s, proved that Spanish power could be resisted and gave great encouragement to Maurice and his troops • Intervention against England cost major sums that Philip could not easily replace – mutinies in Parma's forces, caused by non-payment of wages, began again in 1589 and continued regularly • Philip's intervention in France from 1589 compounded the problems facing Parma in the Netherlands – the diversion of 20,000 of his men to France, and the costs this involved, lifted further pressure from the rebel provinces. <p>Arguments and evidence that Spain's intervention against England and France was not the major reason for the military gains of the United Provinces in the years 1585-1600 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The military and leadership skills of Maurice of Nassau were key to the gains of the years 1585-1600 • The political skills of Oldenbarnevelt helped establish a degree of political and religious unity in the Netherlands, which contributed to the military gains of Maurice • The growing economic strength of the United Provinces enabled the United Provinces to finance its military forces effectively • The growth of Protestantism in the northern provinces gave the anti-Spanish cause greater purpose and cohesion. <p>Other relevant material must be credited.</p>