Mark Scheme (Results)

Summer 2023

Pearson Edexcel
In GCE 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
	0	No rewardable material.
1	**1–3**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	**13–16**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2A.1: Luther and the German Reformation, c1515-55

Question	Indicative content
1	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 sources to consider how far the historian could make use of them to investigate discontent with the Catholic Church in early sixteenth-century Germany. **Source 1** 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: • The source was written by someone who was present in Germany in the early sixteenth century, and who is likely to be knowledgeable of attitudes towards the Church • As a humanist scholar, who had taught at a prestigious university, Wimpfeling is likely to be reflecting the opinions of an informed and literate audience among the richer classes • The source is written in clear but passionate prose suggesting deeply-held views • The fact that Wimpfeling remained a Catholic until his death suggests that he was sincere in his calls for Church reform. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about discontent with the Catholic Church in early sixteenth-century Germany: • The source indicates that there is criticism of the behaviour and quality of the priesthood in Germany ('so many parishes…parishioners' faces,' 'worldly, scandalous lives…able priests become disillusioned.') • It indicates that discontent about the Church's demands for money is compounded by the prevalence of hardship in Germany ('fields lie uncultivated…wars and lawlessness') • It implies that anger with the Church is so great that serious opposition may arise in Germany ('a revolution of my fellow Germans', 'I have heard…the threats of revolt.') • It suggests that Germans believe that the Church is less concerned with providing a spiritual service ('ease troubled minds… confession') than in revenue-raising ('The money we send', 'so many indulgences…sold'). 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: • Anti-clericalism grew in Germany during the early sixteenth century, and criticism of the teachings and practices of the Church in pamphlets written by the humanists (e.g. Erasmus, Celtis and Hutten) sold widely • The humanists led attacks on successive Popes for their failure to give a sufficient spiritual lead to the priesthood, and for treating Germany as a cash cow for their personal, and Italian-based, interests • Economic stagnation or decline in some parts of Germany, e.g. amongst the peasantry of the south-west, not only created episodes of violence but often focused them on the perceived financial exploitation of the Church.

Question	Indicative content
	Source 2 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: • While claiming to represent the concerns of the German people as a whole, the list may reflect more the concerns of the rich and powerful groups that drafted it • The language of the source is pointed and accusatory, making the grievances, and the focus of the grievances, clear • As a list of grievances written to persuade the Emperor to support their cause, it may be prone to a degree of exaggeration. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about discontent with the Catholic Church in early sixteenth-century Germany: • It suggests that the Papacy is the major focus of discontent with the Church in Germany, e.g. in appointing unsuitable 'friends' to positions or granting absolution for money ('only money…so many indulgences') • It suggests that the role of the Church as a major landowner in Germany is causing anger ('seize more and more property…powerful and wealthy') and that Churchmen abuse their positions to augment clerical wealth • It claims that anger with the Church is so great and widespread that the Emperor should personally lead the campaign for reform ('Urgent…prevent further decline', 'implore…give support to our case.'). 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: • Anti-clericalism in Germany in the early sixteenth-century Germany often focused on the flawed personalities and questionable priorities of Italian 'Renaissance Popes' like Julius II and Leo X • There was particular resentment against large clerical landlords (e.g. the Prince-bishop of Munster or the Benedictines), who were accused of abusing their economic positions and impoverishing local communities • Such was the strength of the anti-clericalism expressed at Worms that Charles faced difficulty persuading the Diet to take action against Luther before the *gravamina* were properly addressed. **Sources 1 and 2** The following points could be made about the sources in combination: • Both sources refer to the poor spiritual service being offered to Germans due to the quality of the priesthood • Both sources refer to centrality of the Papacy as a focus for discontent with the Catholic Church in Germany • Both sources suggest that the financial demands of the Church and other grievances were causing deep anger and resentment in Germany.

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

Question	Indicative content
2	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 sources to consider how far the historian could make use of them to investigate the opposition to Spanish rule in the Netherlands in the years 1579-80. **Source 3** 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: • The Treaty was signed shortly after Parma was appointed as governor-general in the Netherlands and in direct response to the Treaty of Arras (6 January) • The language of the Treaty indicates defiance and a clear-sighted determination to prepare against attack • Though the tone of the Treaty suggests unity of both aim and action at the time it was signed, there is no certainty that such sentiments would endure in practice. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the opposition to Spanish rule in the Netherlands in the years 1579-80: • It suggests that there remains strong opposition to Spanish rule in the Netherlands in 1579 ('bring these provinces into slavery', 'acts of violence…King Philip.') • The source indicates that the opposition to Spanish rule in the Netherlands felt the need to unite ('as if they were a single province') and to act in greater concert (e.g. 'assist each other', 'defend each other') • It suggests that those who sign the treaty understand that a degree of commonality is necessary to defeat the Spanish ('it is agreed that taxes will be collected', 'no peace treaty shall be made…consent of them all.') • It suggests that unity of the rebel provinces is not absolute ('This will not affect…each town.', 'With regard to religion…own decisions…freedom of religion.'). 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: • The Union was joined initially by the provinces of Holland, Zeeland, Groningen and part of Utrecht, and soon after by several others, including Brabant and Flanders – its 'capital' was Antwerp • The Union still recognised Philip II as ruler of the Netherlands, but its signing made a peaceful reconciliation between the Dutch rebels and the Spanish much more difficult • The degree of religious toleration agreed in the Union of Utrecht was a direct challenge to Philip II and signalled a clear line of demarcation between the rebels and those favourable to continued Spanish rule.

Question	Indicative content
	Source 4 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: • As a speech given by Orange, the *de facto* leader of the rebel provinces, it will be fully informed of the state of opposition to Spanish rule in the Netherlands • Given almost exactly a year after the signing of the Union of Utrecht, the speech will be able to assess the degree of progress made under the Treaty • As a speech intending to persuade, the speech may be subject to some exaggeration to make its case • The tone of the speech is one of both frustration at the lack of progress made and concern for the future of the rebel provinces. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the opposition to Spanish rule in the Netherlands in the years 1579-80: • It suggests that the state of the opposition to Spanish rule in 1580 is precarious ('Ruin cannot be avoided if…', 'our own people are losing heart') • It suggests that the rebel provinces have made little progress in their opposition to Spanish rule ('We dare not attack...') and indicates that they have suffered setbacks ('we lost the town of Maastricht') • It suggests that particularism is at the heart of the problem of the rebel provinces ('each province or city…own interests.' 'troops are scattered in many places.') • It claims that only greater operational unity, and more expeditious decision-making, can solve the problems of the rebel provinces ('not created…all of the country', 'choose a committee…promise to obey…'). 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: • Parma made significant progress towards destroying the unity of the States-General during 1579, e.g. his judicious concessions in the Treaty of Arras reconciled several southern provinces to Spanish rule • The inability of the rebel provinces to mount effective opposition to Parma was compounded by the continued divisions among the 'disunited provinces' over leadership, strategy, finance and religion • Important losses during 1579 (e.g. Mechelen fell without a fight in July) led to considerable doubt and soul-searching among the rebels – as a result, once-loyal towns (e.g. Groningen) sought peace with Parma. **Sources 3 and 4** The following points could be made about the sources in combination: • Source 3 demonstrates the hopes held at the signing of the Union of Utrecht, while Source 4 indicates how it operated practically during its first year • Both sources indicate the outward determination of the Dutch rebels to resist Spanish rule • Both sources acknowledge the importance of unity and cohesion to the success of the Dutch revolt.

Section B: indicative content

Option 2A.1: Luther and the German Reformation, c1515-55

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 accuracy of the statement that Luther condemned radicalism, in the years 1521-25, mainly to secure the support of the German princes. Arguments and evidence that Luther condemned radicalism, in the years 1521-25, mainly to secure the support of the German princes should be analysed and evaluated. Relevant points may include: • Luther condemned the activities of Carlstadt and the Zwickau Prophets while in the Wartburg because Wittenberg's new reputation for extremism was alienating Frederick the Wise, his princely protector • After 1521, Luther badly needed the military support of the princes to sustain his challenge to the Pope and Emperor – the eruption of radicalism, which threatened princely authority, gave him an opportunity • The radical desire for a spontaneous 'bottom-up' reformation threatened Luther's desire for orderly and managed change - the princes could help guarantee the 'top-down' reformation Luther really desired • Luther fully abandoned his initial sympathy with peasant injustices within a month in 1525, thus aligning himself closely with princes like Philip of Hesse, who violently suppressed the Peasants' War • 'Against the Robbing and Murdering Hordes of Peasants' (1525) made clear the duty of the lower orders to obey their rulers and to respect property rights, messages likely to endear him to the princes. Arguments and evidence that opposes the view that Luther condemned radicalism, in the years 1521-25, mainly to secure the support of the German princes should be analysed and evaluated. Relevant points may include: • Luther condemned Carlstadt and the Zwickau Prophets because he genuinely opposed the nature and speed of their reforms in Wittenberg, e.g. their support for iconoclasm and adult baptism • Luther's 'Invocavit Sermons', which summarised his objections to radical reform, were intended to re-establish his leadership of the reform movement following his disappearance and absence in the Wartburg • Luther's failure to condemn the Knight's Revolt in 1522-23 and his condemnation of landlords in his 'Admonition to Peace' (1525) suggest that he was not seeking princely support above all else • The condemnation of the apocalypticism of the likes of Müntzer stemmed from Luther's desire for a proportionate and gradual reform of religion, even (at this time) reconciliation within the Catholic Church • Luther was clearly appalled by the violence of the Peasants' Revolt (e.g. the Massacre of Weinsberg) and genuinely believed that it should be condemned on moral grounds. 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 about the significance of the Peace of Passau (1552) to the survival of Lutheranism in Germany in the years 1531-55. Arguments and evidence that the Peace of Passau (1552) was significant to the survival of Lutheranism in Germany in the years 1531-55 should be analysed and evaluated. Relevant points may include: • The Peace of Passau was significant because it marked the conclusion of Charles V's period of supremacy over Lutheranism in Germany, which had begun following his victory at Mühlberg in 1547 • The Peace brought an abrupt end to Charles' attempts to enforce the Augsburg Interim (1548) that sought to return the Empire, in totality, to traditional Catholic beliefs and practices • The peace confirmed a decisive shift in the balance of power in Germany between the Habsburgs and the German princes – this effectively ended Charles' attempts to destroy Lutheranism by force • By conceding the right of the princes to establish Lutheran worship in their lands, the Peace of Passau effectively established the principle of '*cuius regio, eius religio*', which was confirmed at Augsburg in 1555. Arguments and evidence that counter the view that the Peace of Passau (1552) was significant to the survival of Lutheranism in Germany in the years 1531-55, or that other developments were more significant, should be analysed and evaluated. Relevant points may include: • Charles did not completely abandon his attempts to defeat Lutheranism in the Empire after the Peace of Passau – only after he was forced to lift the siege of Metz, in January 1553, did he make plans to abdicate • The foundation of the Schmalkaldic League in 1531 was significant for the survival of Lutheranism in Germany as it gave defence and security to Lutheran communities as they grew and solidified • The reforms undertaken by several Protestant princes in their own lands provided sound examples for Lutheran communities across Germany and were significant in its survival, e.g. John the Steadfast's 'Saxon Model' • Charles' conflicting priorities, which led him to spend long periods outside Germany and consumed his resources, were important in the survival of Lutheranism, e.g. campaigns against Tunis (1535) and Algiers (1541) • Charles' mistakes were crucial to Lutheranism's survival after Mühlberg, e.g. the Augsburg Interim upset Catholics and Protestants, and differences with Ferdinand over the Imperial succession shattered Habsburg unity • The failure of Popes Paul III and Julius III to respond effectively was significant in the survival of Lutheranism in Germany, e.g. Paul's failure to implement the reforms of the *Consilium* or Julius' general inertia. Other relevant material must be credited.

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

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 statement that Requesens' failure in the Netherlands, in the years 1573-76, was mainly caused by Alva's rule as governor-general. Arguments and evidence that supports the view that Requesens' failure in the Netherlands, in the years 1573-76, was mainly caused by Alva's rule as governor-general should be analysed and evaluated. Relevant points may include: • Alva's rule led to the entrenchment of rebellion in the provinces of Holland and Zeeland during 1572 and 1573 - despite some initial military success, e.g. at Mook in 1574, Requesens found the rebels impossible to dislodge • Alva failed to prevent the growing strength at sea of the rebels and their capture of key ports like Brill in 1572 – Requesens could not overcome this, e.g. his defeat in the Scheldt and the loss of Middleburg in 1574 • From the moment of his appointment in 1567, Alva's aggressive and brutal style alienated the Dutch – Requesens was never able to reconcile many to Spanish rule despite his abolition of the Council of Troubles • Alva's taxation policies were considered penal by many Dutch people and caused great financial hardship – Requesens never overcame this legacy, especially the symbolism of the Tenth Penny, collected without consent • Due to his ignorance of Dutch affairs and initial dependence on Alva's advice, Requesens continued the use of military force against the rebels – only in 1575 did he attempt conciliation when probably too late. Arguments and evidence that challenges the view Requesens' failure in the Netherlands, in the years 1573-76, was a consequence of Alva's rule as governor-general should be analysed and evaluated. Relevant points may include: • Requesens' failure was due to the intransigence of Philip II, e.g. Philip's insistence on religious uniformity, involving the exile of all Calvinists, contributed greatly to the failure of the peace talks at Breda in 1575 • Requesens' failure was caused by Spain's inability to finance its army adequately, confirmed by the crown's bankruptcy of 1575 – even during 1574, with money from Spain, he found it difficult to pay his troops • Requesens failed because of the repeated indiscipline of Spanish forces – lacking up to 3 years' pay, they both refused to fight and menaced the countryside until satisfied, e.g. the ransom of Antwerp in 1574 • Requesens failed because of Orange's leadership of the Dutch rebels - as a son of a leading Dutch family and a royally-appointed Stadtholder, he had a legitimacy in the Netherlands that Requesens could never match • Requesens failed because of the ability of the rebels to utilise their knowledge of the countryside to thwart Spanish attacks, e.g. the siege of Leiden was temporarily lifted in 1574 by destroying the dykes. Other relevant material must be credited.

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 the statement that, in the years 1584-1609, Oldenbarnevelt did more than Maurice of Nassau to secure the survival of the United Provinces. Arguments and evidence that, in the years 1584-1609, Oldenbarnevelt did more than Maurice of Nassau to secure the survival of the United Provinces should be analysed and evaluated. Relevant points may include: • As Advocate for Holland in the States-General from 1586, Oldenbarnevelt led efforts to ensure greater co-ordination of decision-making in the United Provinces, which was vital to its continued existence • He helped engineer the appointment of Maurice of Nassau to the position of Stadtholder in multiple provinces, and as Captain and Admiral of the Union, helping to create greater unity in the United Provinces • Oldenbarnevelt ensured that the army was regularly supplied and properly paid, thus ending the cycle of mutinies and defections that weakened the United Provinces in the 1580s • He was instrumental in strengthening the foundations of Dutch commercial prosperity, e.g. the encouragement of trade in multiple overseas markets, which helped to finance continuing war • He played a key role in the foreign affairs of the United Provinces, which contributed to their survival, e.g. he helped negotiate the Treaty of Nonsuch and persuaded France to subsidise the Dutch during the 1600s • He used his influence to curb the religious intolerance of individual provinces, stressing allegiance to secular authority and helping to avoid the re-emergence of dangerous division • Oldenbarnevelt oversaw the negotiations with Spain that led to the armistice of 1607 and the Truce of Antwerp in 1609, which secured the survival of the United Provinces. Arguments and evidence that counters the view that, in the years 1584-1609, Oldenbarnevelt did more than Maurice of Nassau to secure the survival of the United Provinces include: • As the son of William the Silent, Maurice provided continuity and legitimacy to the campaign against Spanish rule – this was crucial to their survival following a string of setbacks in the early 1580s • Maurice's reorganisation of the army (e.g. the standardisation of weaponry) brought badly-needed coherence to the military efforts of the United Provinces, so enabling their survival • Maurice's reform of military tactics (e.g. the greater use of musketeers and pikemen and the creation of more mobile battalions) stunted further Spanish advances and assisted the survival of the northern provinces • Maurice's string of siege victories in the 1590s turned the tide of Spanish success – they ensured the internal security of the United Provinces and later, created a solid line of defence against the Spanish-held south • Maurice's victories at Turnhout and Nieuwpoort, which concluded his 'Ten Years of Glory', demonstrated that the Spanish army could be defeated in open battle and significantly boosted the morale of the United Provinces. Other relevant material must be credited.

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