

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--	--

Candidate Number

--	--	--	--	--

History

Advanced

Paper 2: Depth study

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

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

Friday 16 June 2017 – Morning

Time: 1 hour 30 minutes

Paper Reference

9HI0/2B

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P50505A

©2017 Pearson Education Ltd.

1/1/1/1



Pearson

SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1 How far could the historian make use of Sources 1 and 2 together to investigate the reasons for Charles V's failure to destroy Lutheranism in Germany?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2 How far could the historian make use of Sources 3 and 4 together to investigate the reasons for continuing opposition to Philip II's rule in the Netherlands during the 1580s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

TOTAL FOR SECTION A = 20 MARKS



SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 3 'Luther's criticism of the sale of indulgences in 1517 was primarily responsible for the German Reformation.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

- 4 How significant was the role of Philip Melanchthon in the development of Lutheranism in the years 1521–46?

(Total for Question 4 = 20 marks)

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

EITHER

- 5 'The growth of Calvinism was more important than the actions of the Habsburg rulers in causing the outbreak of revolt in the Netherlands in 1567.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)

OR

- 6 How accurate is it to say that the Duke of Alva was largely a success as governor-general of the Netherlands in the years 1567–73?

(Total for Question 6 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 3** **Question 4**
 Question 5 **Question 6**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE

History

Advanced

Paper 2: Depth study

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

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

Friday 16 June 2017 – Morning

Sources Booklet

Paper Reference

9HI0/2B

Do not return this booklet with the question paper.

P50505A

©2017 Pearson Education Ltd.

1/1/1/1



Turn over ►



Pearson

Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Sources for use with Question 1.

Source 1: From *The Magdeburg Confession* written by Lutheran pastors in the city in 1550. It was addressed to Charles V in response to the Augsburg Interim, his decree ordering Lutherans to readopt Catholic beliefs and practices following his victory in the Schmalkaldic War. At the time of the production of the *Confession*, Magdeburg was under siege by Imperial troops but did not fall.

We believe that a government may defend its subjects against a higher authority which attempts to compel the people to deny God's Word. Bear in mind that Christ was considered a rebel, and He has shown us one mark of the true Church, namely that it should not constrain anyone by military force as the Catholic Church does. Obedience to both God and to Caesar* are possible, provided each keeps to their own proper sphere of authority. Your Majesty has gone beyond your sphere and encroached upon the Kingdom of Christ. 5

We argue that if a higher authority tries to restore Popish idolatry by force and to suppress the pure teaching of the Gospel, then the lower God-fearing authority may defend its subjects in order to preserve the true teaching. Rulers are appointed by God to protect the good and punish the bad but if they start to persecute the good, they are no longer doing God's work. If such an authority makes unjust war upon its subjects, they may resist. If a ruler is so mad as to attack God, then he is the very devil. Then in the name of Scripture, he may be resisted. 10
15

* Caesar – a reference to political authority, in this case Charles V

Source 2: From Charles V's speech to the nobility in Brussels in August 1556, abdicating the Imperial Crown. This was his last public act before retiring to a monastery in Spain.

I had no ambition to rule many kingdoms but merely sought the welfare of Germany and the extension of the Christian religion. I was unable to achieve as much as I might have wished. This was because of the troubles raised by the heresies of Luther and the serious wars forced on me by the hostility and envy of neighbouring princes.

20

Nothing has given me so much pain as parting from you today without leaving behind the peace and quiet which I so much desired. I am no longer able to attend to my affairs without great bodily fatigue. The last time that I went to Germany I had decided to abdicate, but I could not when I saw Germany had fallen into so many terrible disorders. I have always done the best I could and God has helped me. I return to Him boundless thanks for having supported me in my greatest trials.

25

I urge you to be obedient towards justice, firm in observance of the laws and do not refuse to grant to authority the support it needs. Above all, beware of infection from the heresies of neighbouring lands. Destroy at once these infections for fear they may spread and overthrow you, lest you fall into the direst calamities.

30

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

Sources for use with Question 2.

Source 3: From the Edict of the States-General of the Netherlands agreed in July 1581, known as the Act of Abjuration.

After the death of the Emperor Charles V, who is remembered with respect, King Philip of Spain forgot the services which we had rendered his father and himself, and put his trust in members of the Council of Spain who were at his side. These persons envied the wealth and power of our provinces because they could not be made governors of them or acquire high office in them as they could in other parts of his empire. They repeatedly advised the king that it would be better for his reputation if he conquered us. Then he might rule our provinces absolutely (that is, tyrannise us at his will) instead of governing us according to the conditions, and under such restrictions, that he had sworn on oath to maintain when he became king. Ever since, on their advice, the king has been trying to deprive us of our ancient freedom and bring us into slavery under Spanish rule. 5

Therefore, despairing of all means of reconciliation and left without any other remedies and help, we have been forced to abandon the king of Spain and to pursue such means as we think likely to secure our rights, privileges and liberties. 15

Source 4: From Francis Coornhert, *A Short Instruction by One Who Has in His Heart the Prosperity of These Netherlands*, published 1586. Coornhert was the Town Clerk of Amsterdam in the province of Holland and is addressing the councillors of the city.

We must consider whether there are reasons which allow us to oppose and resist a king if he wants to deprive the provinces and their subjects of their rights and privileges and reduce them to everlasting slavery and bondage, all contrary to the oath he has sworn at his coronation. The vital point here is that, before taking possession of his power, a king swears to preserve the privileges and rights of the provinces and their inhabitants. And after a king has taken possession of his power, he does not govern absolutely or alone but he has co-rulers who have also taken the oath and govern with him. These are, for instance, the States of the provinces, the provincial courts and councils, magistrates and judges. 20

If these co-rulers discover that the king is exceeding his power and that, as a result, the provinces and his subjects are oppressed or their privileges and rights violated, they must act strongly to prevent this and stand up against it. It is not sufficient for them to govern righteously themselves. They must also prevent evil plans, abuses, bad government or tyranny and defend the interests of their fatherland. If they do not do this, they are as guilty as the king and should be considered law-breakers, tyrants and traitors. 25

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.