

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

9769 HISTORY

9769/54

Paper 5d (Special Subject – Reformation of Europe, 1516–1559),
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

Special Subjects: Document Question

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

This question is designed largely to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.

Examiners should be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.

The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)

Band 1: 8–10

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7

The response will make good use of both documents and will pick up the main features of the thrust of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 3: 0–3

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

Question (b)

Band 1: 16–20

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected. English will be fluent, clear and virtually error-free.

Band 2: 11–15

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may well be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary and will be expressed in clear, accurate English.

Band 3: 6–10

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may well be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated. Although use of English should be generally clear there may well be some errors.

Band 4: 0–5

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

Special Subject Essays

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear although lacking in real fluency.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

Band 5: 0–6

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

- 1 (a) **How far does Document D corroborate the impression of Charles V's state of mind and physical condition in the final years of his reign as conveyed by Document C?** [10]

The answer should make full use of both documents and should be sharply aware of both similarities and differences. Real comparisons of themes and issues should be made across the documents rather than by separate treatment. Where appropriate, the answer should demonstrate a strong sense of critical evaluation and awareness of provenance by use, not only of the text but of headings and attributions. Document C, a letter written by Charles V to his brother Ferdinand, deals with the linked problems of the Emperor's health and his mental state. There is a strong element of despair. The problems of Germany seem to be intractable but there is a sense of duty which remains strong. It might be argued that Charles was on the point of giving up the burdens and responsibility that assailed him. There is specific mention of the state of his health. In Document D the ill health referred to in Document C is reinforced and expanded upon – great bodily fatigue (and as a result neglect of his duties), 'extreme dejection' (or mental depression) and ruination of health and decline of energy. Clearly the Emperor has reached the point where he must lay down his burdens.

- (b) **How convincing is the evidence provided by this set of documents for the view that Charles V failed to achieve his objectives in the Empire chiefly because of the weight of his commitments elsewhere?** [20]

The answer should treat the documents as a set and make effective use of each although, depending on the exact form of the question, not necessarily in the same detail. It should be clear that the demands of the question have been fully understood and the material should be handled confidently and with a strong sense of argument and analysis. Good use of supporting contextual knowledge should be demonstrated. The material deployed should be strong both in range and depth. Critical evaluation of the documents is to be expected. The argument should be well constructed. Historical concepts and vocabulary should be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected. In Document A, at two points in his reign, Charles is compelled to leave Spain to attend to the problems of Germany (July 1529) and again (in June 1546). He sets a priority of bringing 'peace and order to German affairs' and is particularly concerned to bring the Lutheran princes to a settlement. Again, in Document C, the preoccupation with Germany is apparent – the importance of calling a Diet as a way of settling peace, his sense of responsibility and affection for the Holy Roman Empire and the German people. Charles's abdication speech (Document D) places the affairs of the Empire (Germany) to the fore - his assumption of the Imperial throne after his grandfather's death and his concern for the 'welfare and prosperity of Germany'. As Document E shows, the last years of Charles V's reign were dominated by a dynastic contest within the Habsburg family and the question of who should succeed him as Holy Roman Emperor. This issue was not new (as early as 1519 Ferdinand had been designated as Charles V's successor and Ferdinand had been a loyal supporter and deputy) but there is evidence that Charles had not entirely made up his mind about the succession. The issues raised by Germany run strongly through the set of documents but other matters intrude. In 1529 (Document A) Charles left Spain for Germany after a long period of residence there – this clearly indicated some sense of his priorities at this stage. It might be argued that Spain provided the resources for his wider ambitions, including his pursuit of his rivalry with the Valois. Document A (i) also provides evidence of his commitments against the Turk. Document B sets out Charles's arrangements made for a complex system of administration for Spain, Italy, Burgundy/Netherlands as well as Germany. Charles's abdication speech (D) recalls his inheritance of the Spanish crowns (and it is of interest that Charles chooses Brussels as the location for his abdication). In Document E Rady points out that Charles' vast monarchia (including Germany) was 'dominated and led by Spain'. The weight of Charles V's commitments has seriously affected his physical and mental health (references to this are made in Documents C, D and E). In terms of further contextual knowledge, candidates may be expected to make some references to the Valois-Habsburg rivalry, and its interconnected issues in the Low Countries, Germany and Italy (and indeed the Valois alliance with the Ottomans).

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

2 Assess the strengths and weaknesses of Charles V's inheritance in his Spanish kingdoms. [30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. Descriptive approaches to the events of the reign can be given some credit but comment, explanation and analysis will be required for really satisfactory answers. A balanced approach to both 'strengths' and 'weaknesses' is necessary, although candidates should be allowed to develop their own assessments and judgements as to where this balance should lie. Answers are likely to concentrate upon the period from Charles's accession in 1516 to, say, 1522. This is implicit in the question ('inheritance') although the rest of the reign should not be ignored. Candidates may be expected to refer to the following issues by way of illustrating strengths and weaknesses. There were inherent problems of disunity in Spain and the extent of the union between the two kingdoms. The work of the Catholic kings in their policies of law, order and stability was not complete and concessions had had to be made to the nobility. Charles's own late arrival in Spain and his appointments of Burgundians to high office caused resentment and this played a part in the Cortes of Castile raising the issue of redress before supply in 1518. Charles's acquisition of Aragon and Castile raised the prospect of war with France and the Valois Habsburg rivalry remained a constant theme (specifically the Franco Spanish rivalry raised issues over common frontiers and in Italy). Charles caused further resentment by leaving Spain in 1520 in order to secure the Imperial title. In assessing the strengths and weaknesses of Charles' monarchy in Spain the revolt of the Comuneros and the rising of the Germania in Valencia are relevant to the argument. A further issue for discussion is the position of Ferdinand, Charles' brother, who was seen as an alternative king (brought up in Spain). In spite of the considerable unrest in the Spanish kingdoms the strengths of Charles's inheritance should not be underestimated. The King's return to Spain in 1522 made for a recovery of his authority, the revolt of the Comuneros had been put down by the nobility and Charles was also able to build upon a cooperative relationship with the Cortes. In addition there was a longer term reform programme designed to sort out corruption and to create a more efficient administration. The system of councils established by Ferdinand and Isabella were built upon. Nevertheless, the unity between the constituent parts of Charles's Spanish monarchy (Castile, Aragon and Naples) was far from complete. It might be argued that Castile, in particular, was key in providing resources for Charles' wider ambitions. At the same time he did spend considerable periods in Spain, for example, from 1522–29.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Where appropriate, attempts to deal with historiography, critical evaluation of source material and differing interpretations (although not required) may enhance responses as will an ability to engage with controversy. Candidates may be expected to sharpen the debate as to how far Charles's initial difficulties (1516–22) arose out of inherent weaknesses in the Spanish kingdoms and how far they were exacerbated by the difficult start he had, other commitments pressing upon him and his 'foreignness'. How far was this early period 'an interruption' in the development of the Spanish kingdoms?

AO3 – [not applicable to Special Subjects]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

3 How convincing is the argument that until 1521 Luther was more concerned to reform the Church than to break with it? [30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. The more successful answers will explore and analyse the issues as well as identifying key events. Candidates might well argue for a development towards a break rather than a sudden rebellion. The following issues are likely to be explored. Luther saw himself as initiating reform rather than leading a Reformation. There were some signs of disagreements or even a breach with the teaching of the Church before 1517; Luther had been critical of the teachings of Occam, for example, and had broken with traditional scholasticism (although he was not alone in this). Luther was not the first theologian to question indulgences and he was concerned about abuses rather than the principle. In the Ninety-Five theses he did not question the existence of purgatory or attack the Church or the Papacy. Moreover, the Ninety-Five theses were translated and published without Luther's knowledge or approval. Meanwhile his Explanations of the Ninety-Five Theses were dedicated to Leo X. Matters moved closer to a breach in 1518 when in a debate with Cajetan in Augsburg, Luther refused to recant and appealed to a General Council of the Church (here, it might be argued that this was an act of rebellion given the Papacy's attitude towards conciliarism). By the time of the debate with Eck at Leipzig, Luther had come to believe that the Pope was Antichrist, which made reconciliation unlikely and also acknowledged that Hus had been right in some respects. In June 1520 Luther burnt the Bull of Excommunication against him and formal excommunication followed in January 1521. In the meantime Luther had published his Address to the Christian Nobility, the Babylonish Captivity and Freedom of the Christian Man. Meanwhile, the doctrine of justification by faith was now in place, a view adopted by no medieval theologian. At Worms in April 1521, Luther defended his works and refused to recant.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Where appropriate, attempts to deal with historiography, critical evaluation of source material and differing interpretations (although not required) may enhance responses as will an ability to engage with controversy. Here candidates may explore further the issue of indulgences, how far and why this led to a direct challenge to Papal authority. The actions and attitudes of other individuals might be explored, for example, the slow response of Leo X and Cajetan's intransigence at Augsburg. How far did Luther's views on doctrine and papal authority prevent reconciliation? Was Luther 'driven out' of the Church? Candidates may argue that whatever Luther's intentions as a reformer within the Church the consequences were different. Nevertheless, there is a view that the breach with Rome in 1521 should not necessarily be seen as permanent. Luther still believed that he was reforming one universal Church. The term 'Protestant' was not used until 1529.

AO3 – [Not applicable to Special Subjects]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2011	9769	5d

4 How extensively and why did Calvinism extend its influence outside Geneva by 1559? [30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected, it is the quality of the argument and evaluation that should be rewarded. This is something of a two-part question but the two themes are clearly connected. The handling of these themes are clearly a matter for the candidates' own individual approaches, but there should be a good balance of coverage in explaining the reasons for the spread of Calvinism outside Geneva and its extent. The terminal date for the Special Subject is 1559 but some flexibility may be allowed in tracing the spread of Calvinism outside Geneva. Candidates are likely to address the following issues: the appeal of certain aspects of Calvinist teaching such as double predestination, the idea of the elect, gathered congregations, emphasis on teaching and the preaching of the word; the authority, influence and prestige of Calvin himself; the argument that Calvinism offered a clearer and sharper reform programme than Lutheranism; the influence of rulers and nobility upon their subjects, clients and tenants; the large output of Genevan printing houses and translation into different languages; the impact of Calvinism on France itself, the proximity of Geneva and the two-way movement of French refugees to Geneva and ministers into France; the establishment of missions and support for congregations, especially in France; the extent of Calvinism by 1559 is largely confined to France with some influence in the Netherlands; candidates may also argue the 'intensive' as well as the 'extensive' influence of Calvinism outside Geneva.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative importance of factors and approaches, and arriving at a well-considered set of judgements. Where appropriate, attempts to deal with historiography, critical evaluation of source material and differing interpretations (although not required) may enhance responses as will an ability to engage with controversy. It should be emphasised that the spread of Calvinism was in this period a largely French phenomenon. Candidates may be expected to venture into the realms of political and economic theory and to develop some of the more controversial issues and debates, such as, the extent to which Calvinism was 'a creed for rebels' and the possible attractiveness of Calvinism to the 'bourgeoisie' or 'capitalists' or townspeople in general. In what sense, if at all, was Calvinism 'democratic'?

AO3 – [not applicable to Special Subjects]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and - especially in stronger candidates - fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.