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HISTORY

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Paper 5D Reformation Europe, 1516–1559

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MARK SCHEME

Maximum Mark: 60

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Special Subject: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed 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.
- (b) Examiners will 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.
- (c) 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 will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will 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 3: 8–10 marks**

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 marks

The response will make good use of both documents and will pick up the main features of the focus 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 1: 1–3 marks

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.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question (b)**Band 4: 16–20 marks**

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.

Band 3: 11–15 marks

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 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.

Band 2: 6–10 marks

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 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.

Band 1: 1–5 marks

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 be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

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

Examiners will 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 will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind 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 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 4 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 will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will 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 5: 25–30 marks

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.

Such answers may be expected, where appropriate, to make use of or refer to 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.

Band 4: 19–24 marks

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.

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 marks

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

Band 2: 7–12 marks

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 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.

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

Band 1: 1–6 marks

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; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. 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 are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question	Answer	Marks
1(a)	<p>How far does Document A corroborate the view of Calvin as suggested in Document B?</p> <p>Similarities: Both documents agree that the service of God was what mattered most to Calvin. Both documents agree Calvin was convinced of God's favour. Both documents agree that Calvin disliked being in places which were riven by faction. Both documents agree that Calvin was happy to work with Farel.</p> <p>Differences: Document A suggests Calvin was shy but Document B suggests the opposite. Document A emphasises his desire to study but Document B is about service. Document A is more modest about his achievements.</p> <p>Provenance: Calvin shows he had some doubts about going to Geneva in Document A and is writing some time afterwards when his later success could have affected his view of earlier events, yet it seems not to. Therefore, there is reason to think that the document is as reliable about his character as any self-evaluation is likely to be.</p> <p>Beza, as his biographer and his successor, is not likely to be critical and this is shown in the final sentence of Document B where he shows his admiration for Calvin. But these happenings were well known and Calvin emerges from these documents in a familiar form.</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that Calvin had little authority in Geneva? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E).</p> <p>The documents offer alternative views. Documents A and B suggest Calvin has little authority in his early days, while Documents C and D show his authority was challenged but then upheld, while Document E reflects his experience and indicates that he had authority but found it had to be constantly defended.</p> <p>In Document A, Calvin is affected by the divisions within Geneva, which helped to determine him to enforce discipline when he came to power there. The real authority in Document A comes from Farel who terrifies Calvin into changing his mind. In Document B, the attempt by Farel and Calvin to instil their authority into the Genevan Church has failed. They have some support on the Council (a minority but the ‘best’ people). But their refusal to administer Communion in a divided city leads to their expulsion. They have established their position and will not compromise but their authority is flouted.</p> <p>In Documents C and D, the situation is very different. By the late 1540s, Calvin’s position in Geneva was more secure, though not, as the documents show, unchallenged. In Document C, Favre has been taking services without permission, defying Calvin and hence is excommunicated. The exchange between them shows Favre as unrepentant and sarcastic, causing Calvin to sweep out in a huff. This suggests he was not accustomed to such arguments. But the Consistory upholds him in its report back to the Council so his authority is respected.</p> <p>In Document D, the criticism of Calvin is more subtle, but the ‘one man alone’ is clearly aimed at him and the reference to ‘melancholy’ indicates some discontent at the sober lifestyle encouraged in Geneva. The further references to eating and dancing as one wishes are more challenges to Calvin’s views. But the court is very unimpressed and the infliction of a capital sentence shows how appalled the judges were. Thus Calvin is in total control.</p> <p>Document E is more nuanced in that here Calvin implies his views on authority in the Church and suggests that it has been challenged by the forces of the devil. He expects to be upheld by the secular power, exemplified in Ferrara by the Duchess.</p> <p>Candidates may refer to other cases in Geneva, notably that of Servetus, which illustrate the extent of the authority wielded by Calvin in Geneva at the height of his influence.</p>	20

Question	Answer	Marks
2	<p>Consider the view that Charles V was ill-advised to seek election as Holy Roman Emperor in 1519.</p> <p>AO1 – Candidates could refer to situation facing Charles in 1519 in Germany. They could outline his aims and hopes for the future and the challenges he faced in achieving them.</p> <p>AO2 – Candidates are likely to argue that Charles had very little real choice. The Habsburgs had been Holy Roman Emperors over a long period and his grandfather, Maximilian, had expected Charles to succeed him. The rivalry of Francis I and Henry VIII, even if the latter was hardly a serious threat, meant that he would be seriously damaged if either of them was elected. Charles had a deep religious faith and conviction that he was destined to be the God-given Emperor, the successor of his namesake, Charlemagne.</p> <p>Alternatively, candidates could suggest that the insuperable problems that he faced, firstly in achieving any real authority within the Empire and secondly in governing such extensive territories, meant that it was not a good decision. The Netherlands and Spain could have provided every opportunity to rule as a Christian monarch and fulfil his destiny. His eventual division of his lands at his abdication shows he did eventually come to this conclusion.</p> <p>But candidates may feel it would be too much to expect that he would have viewed the Empire so negatively in his hopeful youth.</p>	30

Question	Answer	Marks
3	<p>What best explains the Papal decision to embark on the Counter-Reformation?</p> <p>AO1 – Candidates could refer to the actions of the Popes in promoting the reform of the Church.</p> <p>AO2 – Candidates may suggest that the Papacy, notably that of Paul III became convinced that the survival of the Church, and thus their own pre-eminence, was under threat. Hence they saw the need to instigate reforms, such as laying down rules for the conduct of priests, encouraging new religious orders and calling the Council of Trent. The reasons for their feelings could be seen as evidenced by wide-spread anti-clericalism in Europe and hostility to Papal initiatives, such as the rebuilding of St Peter’s and the issuing of indulgences to finance it.</p> <p>There was also a reaction to hostility towards Rome from some monarchs, most notably Henry VIII, and the fear that others might follow unless concessions were made. But, arguably this threat was dealt with more by the transference of greater local control to the Church in France or Spain, for example, than by doctrinal reform.</p> <p>There was a movement for reform within the Church, exemplified by the reformed orders and the ideas of cardinals like Contarini and Pole, and earlier by the writings of Erasmus. All these combined to exert pressure on the Popes for reforms.</p> <p>The actions of the Jesuits under Loyola in seeking Papal backing was another factor urging the Popes to further reform.</p> <p>But candidates may well suggest that the Lutheran Reformation was the biggest factor as it made the need for reform far more urgent. Once it became clear that the rift was permanent and extremely damaging, the minds of the Popes were highly concentrated on the necessity for reform.</p>	30

Question	Answer	Marks
4	<p>Account for the enthusiasm which greeted the publication of the 95 Theses.</p> <p>AO1 – Candidates may refer to the political and religious situation in Germany in 1517, to the impact of the printing press and to the dissemination of the Theses so widely.</p> <p>AO2 – Candidates can argue that Luther was sowing seeds on fertile soil. The power of the Papacy in Germany was resented but unabated. Papal taxes were seen as too heavy. Abuses within the Church and the quality of some of the clergy added to resentment. The divided nature of political power in Germany meant that there was no challenge from the secular rulers to Papal claims. The particular circumstances of the sale of indulgences by Tetzel and the machinations of Albert of Brandenburg added another dimension.</p> <p>Luther had been pondering and assessing the theology involved over a number of years and so was able in the Theses to mount a considered assault on the doctrines concerning good works and purgatory.</p> <p>Candidates could add that Luther did not intend to start a popular revolution. The translation of the Theses into German and the use of the printing press to distribute them widely were important factors, as they allowed those beyond academia to read and respond to the Theses. The vigour of the language won an immediate response. Even the lower classes took up parts of the message as the Peasants' Wars revealed.</p> <p>The political message of Luther was later embraced with enthusiasm by many of the Town Councils and Princes, but this was not always such an immediate reaction.</p> <p>Candidates could conclude that these latter points are the decisive ones as otherwise the Theses would have been confined to the universities. They could also point out that the appeal of Luther was not universal.</p>	30