

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9769 HISTORY

9769/54

Paper 54 (Special Subject – Reformation, 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.

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

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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.

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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.

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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.

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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.

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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.

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1 (a) How far does Document C corroborate Calvin's expectations as to the role of lay rulers in defending religious reformation as expressed in Document A? [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. 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. In both documents Calvin draws attention to persecution, in A of 'sound doctrine' and in C of 'true believers' and in both there is an appeal to the lay ruler to act in defence of those who are being persecuted. Persecution is condemned as 'evil' (C) and as 'the violence of certain wicked persons' (A). Although in both Calvin appeals to the rulers for intervention, there are some differences in that in A Calvin asks for 'justice' and 'a full enquiry' whereas in C Bourbon is asked to 'be the instrument of all the children of God' and 'to stand up for what is right'. In accounting for similarities and differences, candidates should be aware of the 'audience', that is the King of France himself in A and a great French Protestant noble and prince of the blood in C. It might be argued that Bourbon, as a leader of an important faction and clientage, is being called upon to oppose the King of France. Some comment upon the differences in chronology would also be helpful. By 1557 levels of persecution had increased, battle lines were already drawn and the outbreak of civil war was only five years away.

(b) How convincing is the evidence provided by this set of documents for the view that the effect of Calvin's teaching was to confront lay authority rather than to support it? [20]

The answer should treat the documents as a set and should make effective use of each although, depending upon 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 with a strong sense of argument and analysis. Good use of contextual knowledge should be demonstrated. The material deployed should be strong in both 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 historical interpretations is to be expected. From contextual knowledge candidates should be aware that over time Calvin's teachings changed and developed and also that his teachings were interpreted by his followers. Answers should demonstrate an awareness of the timespan covered by the documents and also that they are concerned very largely with the situation in France. In Document A the tone is deferential ('most glorious King') and Calvin puts himself in the position of a petitioner asking the King to intercede in the cause of justice. At the same time, it might be argued that there is an element of criticism ('the violence of certain wicked persons has dominated your realm'). B (i) can be used to illustrate how things have moved on in France, bringing much more severe levels of persecution for reformers and their followers. Calvin's response in B(ii) may be taken as a direct criticism of the policies of the French monarchy. On one level Document C could be seen as upholding lay authority by appealing to a great noble, but on another as a direct exhortation to Bourbon to challenge royal authority. In Document D Calvin rehearses the traditional teachings on political and spiritual authority, including the view that an 'inhuman prince' could be seen as God's chastisement and that resistance to 'magistrates' is to resist God. Nevertheless at the end of this document, Calvin stresses the primacy of obedience to God. Document E argues that although Calvin gave 'explicit warnings against the use of force', nevertheless, 'the whole tenor of his teaching was in the direction of resistance and confrontation'. This can be explained in large part, it is argued, by events in France (where Calvin seeks to enlist the aid of the nobility). Candidates may well point out how this is corroborated by Document C. Using their contextual knowledge, candidates may be expected to recognise how Calvin linked political and religious issues and that by the later 1550s he seemed to be arguing that, although armed resistance was not legitimate, resistance to lay authority in some form, was permissible. Candidates may also make the point that Calvin's classical training gave him an abhorrence of 'tyranny'.

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2 How is the prolonged rivalry between Charles V and the Valois monarchy best explained?[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 question needs to be answered at two levels; the causes of the rivalry between Charles V and the Valois and why it was so prolonged. The most successful answers are likely to be those which adopt an integrated approach rather than dealing with the strands separately. Between Charles V and Francis I there was antagonism, arising in part out of differences in temperament and personality, and it might be argued that this lasted until the death of the French king in 1547. Charles and Francis were of an age, the French king contested the imperial crown in 1519 and personal antipathy increased after the capture of Francis at Pavia. In a period of personal monarchy rivalry was almost bound to have a personal nature. To a large extent the rivalry was inherited and since these disputes were of longstanding the conflict over them was likely to be prolonged. Here candidates are likely to discuss the Burgundian inheritance (disputes over the duchy of Burgundy proper, the Franche Comte, contested territories in Flanders, Artois and Picardy). The Holy Roman Emperor's claims in northern Italy (Milan being of particular importance) clashed with French ambitions there. There were disputed frontiers between the French and Spanish monarchies (Cerdagne and Roussillon). Important strategic issues were at stake and the failure to resolve them helps to explain the prolonged nature of the rivalry. France was in a position to interfere with the Emperor's lines of communication between Spain, Northern Italy and the Netherlands (the Spanish Road). At the same time the proximity of the Habsburg Netherlands to Paris presented a danger to the French king. The spread of Lutheranism in Germany and its attractiveness to many German princes gave the French monarchy new and extended opportunities for interfering in the Emperor's affairs. Meanwhile, in the Mediterranean, the French took the opportunity of cultivating Charles V's enemy, the Turk. Charles V's possession of Sicily, Naples and Genoa could be challenged by French naval strength based on Toulon. Further opportunities for both Habsburg and Valois lay in their capacity to involve themselves in the affairs of the kingdoms of England and Scotland. To an important extent, then, the prolonged nature of the rivalry can be explained by its Europe-wide dimensions.

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. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here, candidates may well evaluate the relative importance of the factors making for rivalry. An overarching set of explanations for the rivalry and its prolonged nature lies in the respective resources of Valois and Habsburg. On the face of it Charles V's resources were very much greater. However, the Emperor's commitments were large and varied and the Valois ruled a compact set of territories whose interior lines enabled them to threaten the Habsburg lines of communication. Charles V's great problem was that he was never able to give his full attention to a decisive defeat of his Valois rivals.

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.

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3 How important a role did the reformed religious orders play in the Catholic and Counter Reformations? [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. Candidates may well concentrate chiefly on the Jesuits but, for the higher bands, coverage will need to be rather wider. Answers should demonstrate a recognition of the distinctions between Catholic and Counter Reformations, in the sense of contributions to the reform of the Catholic Church and responding to the challenge of the Protestant Reformation (whilst acknowledging the connections). The following religious orders are likely to be identified and their importance assessed. The Capuchins (1528) – reformed Franciscans with a specific mission to spread the Gospel. This order spread rapidly and its influence was perhaps rivalled only by the Jesuits. By the end of the sixteenth century the order had 7,230 members and 660 convents. The Theatines, founded in Rome (1524) and inspired by Cajetan and Carafa (the future Paul IV) who were both members of the Oratory of Divine Love, a community of priests which aimed to reform the secular clergy and carry out charitable work among the sick and poor and spread its activities outside Italy. The Ursulines (1536) engaged in charitable works and Christian education and were especially influential in Italy, France and the Netherlands. The Barnabites (1533) followed the rule of St. Augustine and were active in providing social welfare among the poor, sick and abandoned. The Jesuits (1540) whose rules and characteristics might be summarised as follows: an order confined to priests; a special allegiance to the Papacy; an itinerant and widespread ministry; the influence on religious and devotional life of the Spiritual Exercises; an intensive education of members of the Order; founding of schools and colleges for the laity; the production of distinguished theologians; influence over secular rulers. In assessing the success of the Jesuits candidates may refer to their great influence in Portugal, the southern Netherlands, Germany and Poland but the suspicion and hostility towards them from, for example, the monarchies of France and Spain.

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. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to attempt a sharper assessment of the success of the various new orders in turning back the tide of the Protestant Reformation. An evaluation should also be attempted of the relative importance of the new orders (compared with other influences upon the Catholic and Counter Reformations, notably the Papacy, the Council of Trent and the Inquisition). How much progress was made, for example, in states and regions where Protestantism had made substantial progress. Nevertheless, the focus must remain on the reformed orders and the other influences dealt with largely for purposes of comparison.

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.

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4 Assess the importance of religious beliefs in provoking the Peasants' Wars in Germany. [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 focus should be on the period 1524–5, and the antecedents of the peasant risings, and upon Germany. Candidates may be expected to explain the impact and influence of religious beliefs on the Peasants' Wars and to assess the relative importance of such beliefs alongside other explanations. Among the religious influences answers are likely to discuss the following: Luther's doctrines of the priesthood of all believers and Christian freedom (which could be interpreted in terms of social equality); the general religious turbulence caused by almost a decade of protestant evangelism; the appeal to the Word of God; the influence and role of Thomas Muntzer and the ideas of early Anabaptism such as rebaptism/adult baptism (and the implications for obedience to civil authority), iconoclasm, refusal to swear oaths, adoption of community of goods. Answers may well expand on the influence of Muntzer, including the early influence of Luther upon him, his later condemnation of Luther, the influence of Zwickau, his vision of the Peasants' Wars as the beginning of the apocalypse, his participation in the rising itself. It might also be argued that Muntzer was not the only radical preacher. Answers will need to place the Peasants' Wars against the background of social and economic grievances of the German peasantry and perhaps in the context of competing early capitalism and agrarian feudalism. Among specific economic and social grievances and demands candidates may be expected to discuss the following: a refusal to pay tithe (not justified by the Bible) and feudal dues; opposition to serfdom (contrary to the freedom of Christians) and burdensome labour services; the creation of self-governing communes in villages (perhaps connected with the idea of gathered congregations); the community of goods (as preached by some radical preachers); oppressive hunting and fishing laws; use of common land and woods; rents and other burdens.

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. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here candidates may be expected to sharpen and further develop the argument. Clearly there was a close connection in the contemporary mind between religious beliefs, on the one hand, and social, economic and political issues on the other, and these are difficult to separate out. Were the Peasants' Wars based principally on religious beliefs and influences or largely upon social and economic grievances which were given a religious gloss? How far can the Wars be seen as an evangelical-social movement? It might also be argued that the Peasants' Wars had differing manifestations in different parts of Germany. Care should also be taken in assessing the influence of Anabaptism at this particular stage. Answers may be enhanced by the exploration and evaluation of contemporary sources such as the Memmingen Articles.

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.