



Cambridge Pre-U

HISTORY

9769/53

Paper 5c Special Subject: The Reign of Henry VIII, 1509–1547

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **12** pages. Blank pages are indicated.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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 2019–2021 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 while 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 2019–2021 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 still be able to provide sufficient implicit analysis to justify a Band 4 mark, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account.
- (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 some 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 answer 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 while 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 B corroborate the account of Wolsey’s work habits as presented in Document A?</p> <p>There should be clear insights into how the documents corroborate each other or differ and possibly why. Document B makes clear that Wolsey worked very hard, although there is a large element of exaggeration, and it also gives an indication of the breadth of his responsibilities and their importance. Document A paints the same picture of a hard-working Cardinal, but is much more specific about his work in the Chancery and Star Chamber and with foreign ambassadors. Both documents draw attention to Wolsey’s work on behalf, and concerns for the suits, of the poor. Both mention the dominant position Wolsey occupies (‘ruling all thing within this realm’ in A and ‘rules both the King and the entire kingdom’ in B). Candidates may assess the degree of exaggeration shown by both authors as well as their credentials as observers and witnesses.</p>	10
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that the relationship between Henry VIII and Wolsey was that of master and servant? In making your evaluation you should refer to contextual knowledge as well as to all the documents in this set (A–E).</p> <p>Candidates should make use of their contextual knowledge, alongside these documents, in order to explore the extent to which Wolsey depended upon the King for his appointment, promotion and continuation in office. Candidates may question: whether Wolsey had a ‘constituency’ of his own or his dependence on the King was complete; whether there was a difference in the relationship as between the beginning of Wolsey’s ministry (the Cardinal an older man, the King relatively inexperienced and perhaps diverted by pleasure and recreation) and the end (as the King grew in experience and was pursuing a matter so close to his heart – the Divorce); to what extent, as it has been argued, the King was content to leave domestic affairs in Wolsey’s hands while showing more interest in matters of war and foreign policy; and how far and how frequently the King intervened, for example, over the Amicable Grant.</p> <p>In debating the central issue as to whether Wolsey was a kind of <i>alter rex</i> or simply the King’s servant, candidates should evaluate the documents as to dating, authorship and purpose. Of the five documents, Document B gives the strongest impression that Wolsey was something more than a servant (‘he rules both the King and the entire kingdom’ and ‘I shall do so and so’). A similar, although less strong, impression is given in Document A. Document B certainly refers to the earlier part of Wolsey’s ministry and Document A may well do so. The well-known passage from Cavendish (Document D) recording Wolsey’s death-bed speech demonstrates Wolsey’s own recognition of his dependency upon, and indeed devotion towards, the King. This is corroborated by Document C and candidates should pick up on the significance of the reference in both C and D to the importance of ‘the King’s Great Matter’. Document E provides a balance: showing the large measure of Wolsey’s independence over a wide range of matters of state, domestic and foreign, while pointing out that the King did intervene as he saw fit, and that after 1525 the King’s confidence in the Cardinal was less certain. Candidates might make reference to C and D with regard to this last point while elsewhere in E, the phrase ‘I and my King’ has echoes in B.</p>	20

Question	Answer	Marks
2	<p>How significant was the role of Thomas Cromwell in carrying out the Breach with Rome?</p> <p>AO1 – Candidates should focus on the Breach with Rome, rather than on Cromwell’s religious and ecclesiastical policies after, say, 1536. The visitation and dissolution of the monasteries could be made relevant but this should be handled with care in terms of the question. The question is concerned with ‘carrying out’ the Breach but an assessment of Cromwell’s influence upon the King would certainly be relevant; the focus need not be entirely upon policies and measures. Some brief account of the position before Cromwell became the King’s chief minister in 1532 would be helpful, as would a short review of Cromwell’s accumulation of offices and thus of power and influence. By the time Cromwell came to office the Reformation Parliament had already been summoned (with Cromwell as an MP) and some anti-church and anti-papal measures had been taken. Candidates should question how far the position changed after the accession to power of Cromwell and how decisive and effective his role was.</p> <p>Among the measures associated with Cromwell, candidates should deal with the following (while assessing Cromwell’s role rather than giving a plain account): the Submission of the Clergy; Act in Restraint of Appeals; Act of Succession; Act of Supremacy; Treasons Act; Act for the Submission of the Clergy; Act in Absolute Restraint of Annates; and Act Extinguishing the Authority of the Bishop of Rome. Candidates are not expected to know the precise titles or contents of these measures but should recognise their broad direction and intent and, above all, Cromwell’s part in them. Particular attention might be given to the preamble to the Act in Restraint of Appeals where England is defined as ‘an Empire’ governed by one ‘Supreme Head and King’. More widely, candidates may deal with Cromwell’s role in managing Parliament and also his orchestration of propaganda and use of a ‘police’ system.</p> <p>AO2 – Candidates are most likely to present the Elton thesis of the difference the arrival of Cromwell made, how he presented the key to unlocking the King’s problem, his role as a ‘constructive revolutionary’, and his introduction and use of the concept of Imperium. Candidates should also refer to theses that challenge Elton. They may question the extent to which concepts and ideas about the Supremacy and Imperium were already current before Cromwell’s arrival; other influences at work on Henry VIII (for example, the work of Christopher St German, the <i>Collectanea satis copiosa</i> and the Boleyn faction); and whether Cromwell had a monopoly of influence over the King.</p>	30

Question	Answer	Marks
3	<p>How are the religious policies of the last decade of Henry VIII's reign best explained?</p> <p>AO1 – The focus should be on religious policies although this can be extended to include what might strictly be called ecclesiastical policies. There can be some flexibility in terms of chronology ('last decade') and a starting point in 1537 (in the aftermath of the suppression of the Pilgrimage of Grace and the beginning of the surrender of the greater monasteries) would be acceptable, but 1536 would make better sense. The focus of the question is the adoption of radical measures in the later years of Cromwell's ministry and the extent of their abandonment for more conservative policies (even before Cromwell's fall). Candidates should explore the following: the influence of Cromwell and his later fall; the search for allies among the Lutheran princes; the King's inherent conservatism over doctrinal matters; the attempt to conciliate Charles V and to move back to more traditional pro-Habsburg and anti-Valois policies; the possible influence of the Howard faction after Henry's marriage to Catherine Howard; and the personal influence of Cranmer and of Catherine Parr on Henry. In considering measures and policies, answers should deal with the following: the Ten Articles and Cromwell's Injunctions (both in 1536); the dissolution of the greater monasteries; the advancement of radical clerics; the Bishops Book (1537), although candidates will need to link it to the Ten Articles; Cromwell's Injunctions of 1538 including provisions for the placement of the Bible in English in churches; an attack on 'superstitions' and the destruction of shrines; the Six Articles of 1539 (which mark a clear move towards conservatism and which provoked the resignations of Shaxton and Latimer); the attempt to restrict access to the Bible and the King's Book (both 1543); and the burning of Anne Askew (1546).</p> <p>AO2 – Candidates should outline the nature and extent of changes in religious policy and the relative importance of the factors which brought them about. They should also recognise the unevenness of the process, that there was not a straightforward progression from radicalism to conservatism, for example: the Royal Supremacy was maintained (even though Henry continued to receive the traditional Mass); there were further editions of the Great Bible and the English translation was still to be placed in parish churches; the King's sixth marriage was to a woman of reforming sympathies; an English litany was introduced; and before the end of the reign the dissolution of the chantries was being contemplated.</p>	30

Question	Answer	Marks
4	<p>To what extent was the Pilgrimage of Grace driven by political rather than religious considerations?</p> <p>AO1 – The answer should contain a good balance between political and religious explanations, and candidates may also address social and economic considerations. On the religious side, candidates may see the Pilgrimage as a response to an attack on traditional beliefs and practices, to the dissolution of the smaller monasteries, and to Cromwell’s Injunctions of 1536. The rising was represented as a ‘pilgrimage’, the rebels adopted the banner of the Five Wounds of Christ and took a religious oath. The insurgents demanded the restoration of Papal authority and the condemnation of a range of heresies. Similarly, the advancement of ‘heretical’ bishops was denounced. Benefit of clergy was to be upheld. In terms of political motives, candidates should quote resistance to the subsidy of 1534 (being collected in 1536) and the grievances surrounding the Statute of Uses. Among the rebel demands was the restoration of Princess Mary to the succession, reform of elections for knights of the shire and burgesses, that a Parliament be called at Nottingham or York and that the Statute of Treasons (‘for words’) be repealed. Candidates might argue that any large confiscation and redistribution of land and wealth (as entailed by the dissolution of religious houses) was bound to have political repercussions. In relation to economic and social issues, candidates should refer to the economic and social distress feared as a result of dissolution, grievances over enclosures, and the poor harvest of 1535 followed by a disappointing one in 1536.</p> <p>AO2 – Candidates should assess the relative importance of the relevant factors. Candidates could consider the following issues: how far the Pilgrimage can be regarded as a ‘neo-feudal’ revolt; how convincing the Elton thesis of the Pilgrimage as an extension of Court faction is; how far religious and political considerations can be separated out in the context of the sixteenth century; whether the demand for the restoration of Mary arose out of religious sentiments or political calculation, perhaps connected with the Aragonese faction; whether the demand for the dismissal of ministers was because they were corrupt and low-born or because they represented the policy of religious reform; who the rebellion ‘belonged to’ – clergy, commons or gentry and nobles; and whether the Pilgrimage demonstrated a political protest by the ‘great’ or a shared ideology.</p>	30

BLANK PAGE