



Cambridge Pre-U

HISTORY

9769/53

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

For examination from 2022

MARK SCHEME

Maximum Mark: 40

Specimen

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

This document has **8** 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.

Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives

AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for Question 1

Level	Level description	Mark
3	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
2	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
1	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
0	No creditable response	0

Levels-based mark scheme for Question 2

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
5	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
4	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
3	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
2	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
1	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.
0	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p>Compare and contrast the evidence in Documents A and B about the rights of the King. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Both Document A and Document B deal with royal authority. Document A says that the King should be the head of the people he rules, even if they are in the Church. Document B gives a direct command to all the leading churchmen to accept his authority as head of the Church. • Both argue that this authority comes from God. Document B argues that it is God’s law that Henry is head, while Document A offers a more elaborate argument that princes rule with god’s authority and that authority must be over the Church. <p>Differences:</p> <ul style="list-style-type: none"> • Document A does not make the argument that the King, rather than the Pope, should be the head of the Church directly. Indeed, it might be said that quoting Paul might refer to the power of the Pope, but that is not the intention. It is an argument firmly based on the royal position as head of the Church but does not say why the Pope should not so be seen. • Document B takes it almost as read that the King is the head of the Church and focuses on why the Pope is not – because ‘there was no such holiness in Rome’ and many of his laws go against God’s laws. <p>Provenance: Gardiner is not an ideologue, but in the tradition of bishops accepting the authority of the King. There is no suggestion of doctrinal justification as with Cranmer’s views of the efficacy of ceremony or moral judgements about Papal legislation. The focus is more narrowly based, as might be expected from this Erastian figure on power and authority. Cranmer is more concerned to see the King’s rights in terms of replacing what he considers morally, legally and doctrinally unacceptable authority, as might be expected from more of a committed reformer. Document A is a treatise on obedience. Document B is a letter to the King, so the audience and tone is different. Document B does not need to argue a case for royal authority; his audience accepts that Document A is offering justification at an early stage in the Henrician reformation.</p>	10

Question	Answer	Marks						
2	<p>How convincing is the evidence provided by this set of documents for the view that the reasons for unrest in 1536 were predominantly religious? In evaluating the documents, you should refer to all the documents in this set (C–F).</p> <p>Main issue:</p> <p>There is a developed debate about the causes of unrest, with evidence that religion was central, but also views that court faction and discontent about the Statute of Uses, bad harvests and enclosure also motivated unrest. There was also concern about taxation (rumours of a high subsidy) and fears of a loss of wealth from the North to London. Political unrest was also caused by resentment against Cromwell, Cranmer and Rich.</p> <table border="1" data-bbox="308 719 1326 2085"> <thead> <tr> <th data-bbox="308 719 818 808">Analysis of interpretation in documents (AO3)</th> <th data-bbox="818 719 1326 808">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 808 818 1547"> <p>Document C sees the rebellion disapprovingly, as seeming to be religiously motivated, referring to concerns about maintaining and defending the faith, and the deliverance of a decayed and oppressed church. It refers to ‘the holy and blessed pilgrimage’ and the religious banners and symbols, especially the wafer of the mass. Hall refers to the poverty of the subjects, but the thrust is towards religious motivation.</p> </td> <td data-bbox="818 808 1326 1547"> <p>Document C was written by a lawyer with Protestant sympathies and published in the reign of the Protestant king, Edward VI, and the religion is seen as false ‘to delude and deceive’, but this refers to Catholic belief and not to secular motives. Answers could use contextual knowledge such as, for example, the Pontefract Articles to confirm the verisimilitude of the source, as 11 out of 24 grievances in the Articles were clearly religious and the carrying of religious banners was specifically mentioned in one. There had been 55 religious houses suppressed, and the acts since 1532 could be seen as oppressing the Church. Poverty is described in the source but is not attributed as a major cause.</p> </td> </tr> <tr> <td data-bbox="308 1547 818 2085"> <p>Document D: Here also ‘traitorous and wicked’ suggests outrage at questioning authority, but there is the suggestion that the rebels deserve punishment from God. There has also been ‘falsehood and untruth’ which is slightly different from what is described in Document B. The leniency apparently shown would be more appropriate to a religious protest than a direct political assault on royal authority. However, it may be that questioning the King’s religious decisions was tantamount to treason.</p> </td> <td data-bbox="818 1547 1326 2085"> <p>Document D: Henry may have thought it better to offer mercy, as the strength of the rebellion was greater than thought. The public nature of this document may be noted, and there is a stress on the merciful nature of the King in the face of a challenge to authority.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	<p>Document C sees the rebellion disapprovingly, as seeming to be religiously motivated, referring to concerns about maintaining and defending the faith, and the deliverance of a decayed and oppressed church. It refers to ‘the holy and blessed pilgrimage’ and the religious banners and symbols, especially the wafer of the mass. Hall refers to the poverty of the subjects, but the thrust is towards religious motivation.</p>	<p>Document C was written by a lawyer with Protestant sympathies and published in the reign of the Protestant king, Edward VI, and the religion is seen as false ‘to delude and deceive’, but this refers to Catholic belief and not to secular motives. 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Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document E offers conflicting evidence. Dissolution is linked to the service of God, masses, the sacrament and loss of spiritual comfort, and these elements come first. There is also an aesthetic concern for the loss of beauty. The second sentence points to secular issues: the threat to traditions, and the lack of reverence for objects like shrines.	Document E: Under imminent threat of death, it may be that Aske was stressing the spiritual over the political motives. There is a link between religious change and its economic effects on local areas with profits flowing out of the North, unemployment rising, and local services of different sorts being lost such as bridges, roads and dykes.	
	Document F sees the link between the unrest and religion but comes down predominately on the side of a secular motivation for the disturbances, putting the pilgrimage in the context of revolts by the commons in reaction to perceived misgovernment. The document also looks at this stated aim adding 'for the commonwealth' to the Pilgrimage of Grace and quoting evidence from a later proclamation.	Document F: There could be knowledge of unrest in relation to enclosure (protests in Yorkshire 1535) and in reaction to fears about the Subsidy Act (1534), dislike of the arrival of central commissioners in local areas and discontent among factions (Darcy and Hussey).	
<p>Possible judgements (AO2):</p> <p>Answers could support the view that the purpose and origin of the unrest were not simply religious. There could be knowledge of unrest in relation to enclosure (protests in Yorkshire 1535) and in reaction to fears about the Subsidy Act (1534), dislike of the arrival of central commissioners in local areas and discontent among factions (Darcy and Hussey). Whether the 'northern men' of Document C would have been sufficiently motivated by these elements to be 'so obstinate' and risk the authority of the King is something that could be discussed, and a supported judgement made. The interweaving of religion and the secular concerns of local and regional communities seen in Document E and Document F may be more convincing.</p>			