



HISTORY

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Paper 5C The Reign of Henry VIII, 1509–1547

May/June 2017

MARK SCHEME

Maximum Mark: 60

Published

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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.

Section A

Question	Answer	Marks
1(a)	<p>To what extent does Document C corroborate the evidence of Document B as to how Henry VIII reacted to rebellion?</p> <p>Similarities:</p> <p>Both express the King’s mercy. By executing only the ringleaders in Document B the rest of the people will be aware of his mercy, and in Document C he offers mercy (more, it claims, than the rebels deserve).</p> <p>Both see the rebellion as inspired by ringleaders. Document B sees the Sawley monks as ringleaders and in cahoots with the villainous Aske, whereas in Document C there are persons who have brought about rebellion by false and untrue reports.</p> <p>Both documents refer to punishments. Document B in hanging the monks and Document C by threatening extreme and cruel punishment. Both talk about the means of preventing the masses from rebellion. One by showing mercy, one by giving threats.</p> <p>Differences:</p> <p>Document B is more explicit about the use of violence (the hangings and the deployment of 2000 or 3000 soldiers). Document C offers more threats to the ordinary people than Document B and makes demands about throwing down weapons. Document C condemns the rebels (traitorous and wicked) more than Document B. Document B brings in God to condemn rebellion.</p> <p>Context:</p> <p>Document B was written in confidence to the commander and so there was no need to condemn rebels, just to form a strategy for ending unrest. Document C was a public document, offering condemnation and threats and stressing the King’s kindness (not his brutality, as in Document B). Both were written in the midst of a dangerous situation (the King was more repressive after the immediate situation had been dealt with).</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that the unrest in 1536 was predominantly religious in origin and nature? In making your evaluation, you should refer to contextual knowledge, as well as to the documents in this set (A–E).</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 an exodus of the wealthy, leaving the North for London. Political unrest was also caused by resentment against Cromwell, Cranmer and Rich.</p> <p>Document A sees the rebellion, disapprovingly, as religiously motivated, referring to concerns about maintaining and defending the faith, 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. Written by a lawyer with Protestant sympathies and published in the reign of the Protestant king, Edward VI, the religion is seen as false ‘to delude and deceive’ but this refers to Catholic belief and not to secular motives. In answers candidates 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> <p>Document B: The key element is the association, or suspected association, of the heads of the religious houses which might indicate that Henry saw this as a religious protest and the rebels did aim to restore 15 monasteries. However, Henry uses the terms ‘rebels’ and ‘villainous traitor’ and the violence of the reaction suggests an assault on royal authority may be uppermost in his mind. As the Act of Supremacy linked the King to the Church, there may be no distinction between attacking religious change and royal authority, but the thrust seems to be against a rebellion rather than a religious protest.</p> <p>Document C: Here also ‘traitorous and wicked’ suggest 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. Possibly, Henry just thought it better to offer mercy as the strength of the rebellion was greater than thought.</p>	20

Question	Answer	Marks
	<p>Document D offers conflicting evidence. Dissolution is linked to the service of God, masses, the sacrament and loss of spiritual comfort, and these elements come first. However, under imminent threat of death it may be that he 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. There is also an aesthetic concern for the loss of beauty. The first points link to the threat to traditions, and the lack of reverence for objects like shrines and so is understandable. In the context of bad harvests in two consecutive years, the concerns about the local economy are also explicable. Knowledge of the social role of the religious houses in providing annuities, hospitality and in some cases offering local support as responsible landlords would reinforce the links between religious concerns and secular concerns.</p> <p>Document E 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 also quoting evidence from a later proclamation. In their answers candidates 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 A would have been sufficiently motivated by these elements to be 'so obstinate' and risk the terrifying anger of the King (as Document B attests) is something that could be discussed and a judgement made. The interweaving of religion and the secular concerns of local and regional communities seen in Document D may be more convincing.</p>	

Section B

Question	Answer	Marks
2	<p>What best explains the fall of Thomas Cromwell in 1540?</p> <p>AO1 – Cromwell, though he had been recently made Earl of Essex and Lord Great Chamberlain, was arrested on 10 June 1540 and executed on 28 July. The execution should be seen in the light of increasing tension between conservatives and reformers and the King’s uncertainty. There was also the factional struggle between Cromwell, Norfolk and Gardner and the King’s displeasure about his marriage with Anne of Cleves. Anne had arrived early in 1540 and not met with the King’s approval.</p> <p>AO2 – Cromwell was not tried, but instead destroyed by Act of Attainder. This Act claimed that he had: released men convicted or accused of treason; indulged in financial corruption; taken bribes; made appointments without gaining the approval of the King; been a heretic and distributed heretical literature; and, uttered treasonable words about the King saying that if the King turned from religious change he would ‘fight in the field in mine own person with my sword in my hand against him’. It was also alleged that Cromwell denied the real presence of Christ in the sacrament. Lord Hungerford, who was executed with Cromwell, was accused of trumped-up charges of sorcery and homosexual practices as well as shielding a rebel Catholic in 1536. Hungerford was a client of Cromwell’s and Cromwell’s enemies in the Privy Council could use Hungerford’s supposed offences to get at Cromwell. Answers may explore the relative importance of factional struggles in the Council against other factors such as: strains in religious policy; Cromwell’s promotion of the English Bible; his actions against some of his conservative enemies; and, the Cleves marriage. Henry’s regret expressed in 1541 at the loss of his minster may indicate an element of a sudden short-term crisis, or some may see the fall as a result of long-term resentments and strain of religious change.</p>	30

Question	Answer	Marks
3	<p>Assess the view that the dissolution of the monasteries was the most significant of the religious changes of the Henrician Reformation.</p> <p>AO1 – Following a large scale survey of the religious houses, Cromwell passed an act in March 1536 dissolving any house worth less than £200 pa and transferring its property to the Crown. There were exemptions granted on payment of a year's income. Additionally, some houses were accused on supporting the Pilgrimage of Grace and dissolved. Piecemeal and individual dissolutions followed. A further act in 1539 legalised voluntary transfers. By 1540, over 800 monasteries were dissolved.</p> <p>AO2 – The motivation for this huge transfer of land and wealth may be seen as secular or facilitated by political events. It could be seen too as having precedents (as late as Wolsey's era) and not having a primarily doctrinal significance. However, there were religious justifications and it was a very physical demonstration of the view that faith and not works were of prime importance. It also can be seen in the context of dissolutions in Reformed continental Europe. Purely doctrinal changes may be seen as more significant, for example, the ending of shrines, or the promotion of the Scriptures in English. The formal ending of the Pope's authority could be seen as the key change. However, the sheer physical scale of the changes and the transfer of such extensive lands, the impact on religious revolt and the implications of the change might lead to an argument that it was the most significant change in religious terms. No set judgement is required, but better answers will consider different views of significance, rather than listing changes with comments.</p>	30

Question	Answer	Marks
4	<p>Assess the view that Wolsey served Henry VIII better by his domestic than by his foreign policy.</p> <p>AO1 – Candidates could consider Wolsey’s financial policies: the Act of Resumption (1515); the subsidy; the greater demands made to pay for foreign policy; and, the Amicable Grant and its failure. They could also consider: Wolsey’s role as churchman; his activities in Chancery; the justice dispensed in Star Chamber; his enforcement of royal authority on the nobility; his actions to enforce order and social stability, for example, enclosure; and, the reform of the Privy Council. Foreign policy issues would include: the relations with France; the Treaty of London; the attempts to balance Spain and the Empire; the wars of 1522–1523; and, the increasing isolation. However, a full survey is not expected and material should be used to exemplify judgements.</p> <p>AO2 – The question asks how Wolsey’s foreign and domestic policies ‘served Henry’, and better answers will not interpret this question as ‘successes and failures’ of those policies in general, but rather how Wolsey’s policies did or did not support Henry VIII’s needs and aims. Arguments may be made that: Wolsey supported over ambitious foreign policies which seemed to satisfy short-term aims, but in the long term did not serve the King by straining relations with the tax paying nation in 1525; and, increased faction, concentrating too much power in Wolsey’s hands and not enabling the King to obtain a divorce. Domestic policy may be seen as flawed but actually achieved more, though was undermined by foreign policy. Alternatively, Wolsey may be seen as a facilitator of Henry’s interests in Europe by ending a costly war with France and increasing the status and glory of Henry in Europe. While his domestic policy, though controlling Henry’s subjects, reforming his Church and improving his finances, was subordinated to foreign policy and, ultimately, defeated by the Crown’s lack of resources and inability to sustain the status as a major player in European politics. Also, it may be seen that Wolsey’s personal influence, so important in foreign policy, undermined his domestic policy which concentrated too much power in his hands and neglected institutional development. There are a number of sustainable arguments here: that neither was successful in serving the King; that there is little distinction either in terms of success or failure; or, that one was markedly more in royal interests.</p>	30