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**HISTORY**

**9769/53**

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

**May/June 2019**

MARK SCHEME

Maximum Mark: 60

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**Published**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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**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 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><b>To what extent does Document C corroborate the evidence in Document B about the religious reforms of Henry VIII?</b></p> <p><i>Similarities</i><br/>Document B offers a view that the reforms the King made ‘worked in a Godly way to establish order in matters of religion’ and Pace in Document C confirms this by denying rumours to the contrary.</p> <p>Document B says that Cromwell went against the virtuous reforms of the King and Pace in Document C confirms that Cromwell was the person who caused these bad rumours.</p> <p><i>Differences</i><br/>Document B says that the King’s changes steered a middle path between ‘reform’ and ‘tradition’, but Document C says there was a belief that by ending the Mass and holy days, and respect for saints, the reforms had been more radical.</p> <p>Document B says that the reforms were ‘Godly’, but Document C refers to a belief that ‘holiness and religion was banished out of England’.</p> <p><i>Provenance</i><br/>Document B is a justification for the rightness of religious policy at a time when there was division in royal circles and fears of isolation abroad. Cromwell is seen as going against the moderation of the King in a way as to explain why he had been removed from power. Document C is writing to one of Cromwell’s enemies and is concerned to show that he has reassured opinion in Europe that the King’s religious changes had been moderate, and to blame Cromwell for giving rise to fears of extremism. Obviously, neither is a dispassionate source and the radicalism which Henry accepted is played down.</p> | 10    |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p><b>How convincing is the evidence provided by this set of documents that for the view that religious concerns brought about the fall of Cromwell? In making your evaluation you should refer to contextual knowledge, as well as to all the documents in this set (A–E).</b></p> <p>Document A: Though before Cromwell's fall, this evidence from the time indicates that Cromwell's fall might be about his religious policy, in that it was seen as a hugely threatening to Henry VIII. Cromwell is seen as a heretic comparable to major disruptive figures like Hus, Wycliffe or the Anabaptists. As Cromwell was responsible for the way the break with Rome was brought about, Document B can be seen as a criticism and there is a demand that Cromwell would be punished. This association of Cromwell with mass revolt might well have been a reason for his fall once he lost favour over other matters in 1540. However, this could be challenged. Cromwell's unpopularity in 1536 was for other matters than simply religion, including: the social and economic consequences of the Dissolution, the draining of resources from the regions to London, and his 'low born' influence over the King; the unpopularity of his policies with some nobles were also influential. Conservatives might have blamed Cromwell for giving rise to unrest, but neither the King nor his conservative councillors were necessarily swayed by expressions of popular discontent.</p> <p>Document B agrees that Cromwell had 'secretly advanced one of the extremes', meaning reformist ideas, and veered away from the King's 'true and virtuous path'. The policies could be seen as promoting doctrinal change: the vernacular bible, for instance and the implications of the Dissolution that good works were insufficient. However, though the King did backtrack, there was little suggestion that he did not accept key changes such as the Dissolution and the ending of the shrines. What had changed by 1540 was concern about international reactions and resentment about the marriage to Anne of Cleves. The letter's aim is to justify the fall of the leading minister and to reduce both domestic and foreign opposition, not to present accurate reporting of the fall of Cromwell.</p> <p>Document C: Pace is also critical of the impact of Cromwell's support of heresy and says that he had 'badly... served the king'. He states how opinion abroad considers that 'religion was banished out of England' and that Cromwell was 'the person who caused' the rumours. There is the statement that Cromwell had disregarded the honour and honesty of the King. This is a letter to a leading conservative opponent of Cromwell, and reflects Pace's concerns to prevent a European alliance against England and to maintain the traditional alliance with the Hapsburgs.</p> <p>Document D refers to the marriage and the pressure that Cromwell had to reveal all the details in order to extricate Henry from Anne of Cleves, hinting at the importance of that element. Though Cromwell speaks of his 'offences' he stresses his loyalty and that he has been eager to help the King, and prays to God that he will 'aid and comfort' him; this does not suggest the disloyalty of Cromwell, but, of course, Cromwell is in extreme fear. Knowledge of the King's resentment of the marriage would be helpful in explaining the delegation sent to Cromwell.</p> | 20    |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p>Document E suggests that the King's partnership with Cromwell had been uneasy with: the King being aware of Cromwell's low born origins compared to the aristocratic enemies who had Henry's ear in 1540; his concern about Cromwell's 'grubbiness' and cold blooded ruthlessness, of which there could be various examples, for example, in the fall of Anne Boleyn; and, his relentless monitoring of rumours and disloyalty. The marriage is again referred to, but the suggestion is that Cromwell fell victim to a 'gust of influence and a fit of ill-temper', rather than concerns about longer term issues of heresy, popular disapproval or concerns about diplomatic matters; this could be argued from Henry's character and previous actions.</p> <p>Documents A, B and C tend towards religious explanations and Document D and Document E offer a different perspective.</p> |       |

## Section B

| Question | Answer  | Marks |
|----------|---|-------|
| 2        | <p><b>What best explains why Henry VIII was not able to secure a divorce from Catherine of Aragon?</b></p> <p>AO1/2 – There could be a discussion of Wolsey’s role and whether it is justifiable to see him not pursuing the divorce with sufficient energy and determination, possibly because the theological grounds were doubtful, and possibly out of concern for the consequences for both domestic and international opinion of installing Anne Boleyn. The annulment of the marriage simply on grounds of convenience would have undermined the doctrine and the discipline of the Church. The argument on theological grounds based on Leviticus Chapter 20 verse 16 was a way out, but it was flawed. Wolsey had considerable powers as <i>legatus a latere</i>, but the argument that the original annulment in 1509 was invalid and, therefore, to save the King from the consequences of protracted sinfulness, a divorce was necessary, was quite a dangerous path. Papal lawyers were reluctant to accept that the Papal decision in 1509 had been wrong, and the verse in Leviticus could mean that it was a sin to marry one’s brother’s wife while he was still alive. Supporters of Catherine had ammunition thanks to the legal dispute; Fisher wrote extensively in support of the legality of the marriage. The nature of the legal dispute made it more difficult for the Papacy to lose face. However, the wider context was important: Catherine’s nephew was Charles V and after the siege of Rome virtually held the Pope a prisoner. England lacked the diplomatic bargaining power to influence Charles V; this meant that the Pope was reluctant to delegate the annulment to the decision of Wolsey and Campeggio. Campeggio tried both to dissuade Henry from the annulment and to obtain Catherine’s cooperation in accepting it. Neither worked. Campeggio delayed the hearings in 1528, and, in the end, the Pope revoked the case to Rome and ended any chance of the two cardinals deciding the matter. A delegation sent to the Pope in Bologna in 1529 failed to gain any movement. Henry’s attempts to pressure the Pope by beginning anti-Papal legislation and gathering opinions from European universities, failed. The issue remained unresolved and, in 1530, the Pope warned Henry not to proceed with the second marriage. As the issue escalated with the insistence of a clerical oath of loyalty, the reaction of the Pope became stronger with the threat of excommunication. Answers could balance the diplomatic context – England lacked diplomatic clout and representation at Rome was limited – against the genuine religious problems of accepting an annulment on doubtful moral and theological grounds, as well as looking at how the proceedings were managed.</p> | 30    |

| Question | Answer   | Marks |
|----------|--|-------|
| 3        | <p><b>'The most significant consequences of the dissolution of the monasteries were secular rather than religious.'</b> Discuss.</p> <p>AO1/2 Though the direct impact on the members of religious houses (5000 monks, 1600 friars and 2000 nuns) was mitigated by pensions and absorption into other Church posts, the religious implications were considerable: the traditions were lost; the monastic libraries scattered; and, the visible symbol of good works leading to salvation was destroyed. By implication, the view was propagated that faith itself and/or action in the secular world, and not retreat from the world, was the key to salvation. As it proved difficult to restore the houses in the short Catholic interlude of Mary's reign, the change was long-lasting. The secular effects were considerable: the wholesale transfer of property from the Crown to new owners; the ending of work for the many people who relied on the religious houses for employment; the ending of the poor relief associated with the houses, even if this was often disappointingly limited; the closure of monastic schools; the coincidence of the ending of shrines and pilgrimages; and, the dissolution, reduced the hospitality network. The physical destruction was considerable. The change in landownership was the biggest since the Conquest. The endowment of the monarchy with monastic wealth was of huge secular significance though the wealth was largely wasted, but the political consequences were considerable: the dissolution was at least in part responsible for the greatest challenge to Tudor authority in the Pilgrimage of Grace.</p> <p>The distinction between secular consequences and religious consequences is often hard to make. The massive bolstering of the King's authority by his grab for monastic lands was justified on religious grounds as a religious reform in the face of declining standards. The reaction against it was motivated by both religious and secular factors because of the role the monasteries played in the community, so answers may make connections rather than merely arguing for the primacy of either religious or secular consequences.</p> | 30    |

| Question | Answer  | Marks |
|----------|---|-------|
| 4        | <p><b>What best explains why internal opposition to the Henrician Reformation was not more effective?</b></p> <p>AO1/2 – The most widespread and dangerous opposition came during the Pilgrimage of Grace, but answers may well deal with the opposition of individuals like More, Fischer and Mary Barton, and the cases that appeared before the Council of dissent or disloyalty. Reasons may be that the Henrician Reformation proceeded gradually, and it was often not clear whether it was dealing with abuses, a way to ensure dynastic security, or doctrinally motivated. How the elites were made part of the process, for instance by acting through Parliament, and the way that effective use was made of resentments about Papal influence which tapped into to older concerns, could have undermined earlier opposition. The association of royal authority with religious changes made opposition treasonable and the consequences severe. The ruthlessness with which dissent was dealt with and the effective use of government power and propaganda by Cromwell, might be considered. The fragmented opposition might be set against this element. Individuals could do little and foreign aid was not forthcoming. When large scale protests erupted, there were often divisions about aims and an unwillingness to press opposition too far. The skilful compromises made by Henry and his government, followed by the severity of repression, might be assessed against the localised opposition backed by limited military force. The loyalty of the ruling elite was encouraged by the chances to profit from the plunder of the Church and the support of Cranmer, and a substantial minority of reforming clerics undermined religious opposition. Answers should offer a judgment on the relative importance of different explanations.</p> | 30    |