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**HISTORY**

**9769/53**

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

**May/June 2016**

**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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### **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.

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**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.

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## 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.

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### 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.

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#### **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.

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**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.

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### Section A

- 1 (a) **To what extent does Document B challenge the evidence given in Document A for Anne Boleyn’s relations with Wolsey?** [10]

The answer should make full use of both documents and should be sharply aware of both similarities and differences. Real comparisons of themes and issues should be made across the documents rather than by separate treatment. Where appropriate, the answer should demonstrate a strong sense of critical evaluation and awareness of provenance by use not only of the text but of headings and attributions.

Similarities	B does refer to good relations: ‘You quarrelled with Queen Katherine in order to favour me..’ while A suggests good relations: the present, the help with the divorce and ‘the great help you promised me’. B refers to ‘the strongest marks of affection’ confirmed in A and reciprocated by Anne’s concern for his health.
Differences	There is no referenced in A to Wolsey being blamed by everyone and having failed in his promises or to Wolsey hindering the divorce. B refers to Wolsey abandoning Anne’s interests to favour the Queen which is not suggested in A. The hypocrisy suggested in B ‘only in order to discover the secrets of my heart’ is not suggested in A.
Provenance	Though both are letters from Anne Boleyn to Wolsey, the context is very different with the events between summer 1529 and October 1529 regarding the divorce disappointing and angering Anne. A seems to have the intention of gaining Wolsey’s support in the proceedings with Campeggio, while B is seeking to blame and expressing disappointment.

- (b) **How convincing is the evidence provided by this set of documents for the view that Wolsey was responsible for his own downfall? In making your evaluation, you should refer to contextual knowledge as well as to the documents in this set (A–E).** [20]

The answer should treat the documents as a set and make effective use of each although, depending on the exact form of the question, not necessarily in the same detail. It should be clear that the demands of the question have been fully understood and the material should be handled confidently and with a strong sense of argument and analysis. Good use of supporting contextual knowledge should be demonstrated. The material deployed should be strong both in range and depth. Critical evaluation of the documents is to be expected. The argument should be well constructed. Historical concepts and vocabulary should be fully understood. Where appropriate, an understanding and evaluation of different historical interpretations is to be expected.

A may be used to support a view that Wolsey was encouraging the supporters of a divorce to think that his high rank might yield more results with Campeggio than was the case or it might be used to indicate the high hopes that Anne and the King had which proved beyond Wolsey’s reach for reasons beyond his control. The context of both letters needs to be taken into account. Anne’s condemnations may have to be read in the light of frustrations and disappointments. At face value, the source is evidence for Wolsey’s own responsibility for the failure that led to his fall. C indicates Wolsey’s enemies among the nobility and backs up the hostility of Anne. There were plenty of old hatreds, some brought about by Wolsey’s own arrogance and ostentation, but some deriving from the jealousy of a ‘low born’ minister who had offended noble interests. The nature of the source might be considered.



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D is from a notoriously hostile piece of evidence and comes from some years before the fall, but confirms C's view of old enemies. The scale of Wolsey's household and the grandeurs of Hampton Court produced resentment, but the key may be in the last line – the resentment of the 'well born'. This represents a way to attack Wolsey rather than necessarily the truth of Wolsey's pre-eminence in 'subverting' the King. The hostility of the nobility and the difficulties Wolsey faced with the divorce are confirmed in E. However, this introduces an element of popular hostility by the people of London – perhaps arising from some of Wolsey's financial policies and perhaps from anti-clericalism and resentment at the ostentation and obvious corruption associated with him. The historian's judgement rather downplays the view that failed policies or inherent weaknesses account for his fall which is put by implication down to the King's ungenerous treatment and the 'vultures'. This could be discussed.

**AO4** – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section B

- 2 'Catholicism without the Pope.' How adequately does this phrase describe the effect of the changes brought about by the Henrician Reformation in the years 1529–1547? [30]

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected. It is the quality of the argument and the evaluation that should be rewarded.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

His view that it was 'Catholicism without the Pope' could be based on the limited doctrinal changes of the reign and the key focus may be on the Act of Six Articles which reaffirmed the real presence, auricular confession, clerical celibacy, private masses and did not support universal communion in both kinds. This does have to be taken in the context of the threat from France and the Empire though, and some of the contradictory measures of the 1540s. However, the implications of a lot of the reformation and the legislation which brought about the changes were somewhat contradictory. The dissolution of the monasteries obviously had an implication for the view of the efficacy of good works; the actions on shrines and pilgrimages had theological implications. As George Bernard has written, Henry consistently rejected the teachings of reformers like Martin Luther and Zwingli, and his attitudes to purgatory, to pilgrimage, to the intercession of saints and to the monasteries could be seen as supporting doctrinal heterodoxy. It may be more accurate to see the Church which he created as 'an idiosyncratic hybrid' which retained key elements of Catholic theory and practice while undermining some of its essential beliefs. No set answer is required.

**AO3** – Candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur they should be rewarded under AO2.

**AO4** – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**3 How great a contribution was made by Thomas Cromwell to the development of Henry VIII's government in the 1530s? [30]**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected. It is the quality of the argument and the evaluation that should be rewarded.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

There is a very developed debate about Cromwell's 'Revolution', but the question does ask for an estimation of the changes he brought to the development of government. Extended descriptions of different historical views by themselves may not score highly unless there is specific discussion of the contributions of Cromwell. There is a view that there was a substantial development from 'mediaeval' government based on the chamber and the King relying on individual advisers not a special council, with ad hoc rather than specialised and permanent bureaucratic departments with established procedures. Cromwell is credited with creating clearly defined departments with specific responsibilities whose accounts were carefully audited – the Court of Augmentations and the Court of First Fruit and Tenths.

In addition, answers could assess the claim that the Privy Council was streamlined and made smaller and more efficient. Answers could also consider Cromwell's use of Parliamentary statute and his extension of the power and range of government generally – the investigations into the wealth of the Church, for example, and the rigorous process of dissolving the monasteries. The alternative view is that the period of so-called chamber administration was untypical of mediaeval government and Cromwell's strengthening of regular bureaucracy was not innovative. It also depended on his personal energy and presence. There is debate about the role of the Privy Council and whether the expedient of using statute to make changes led to any real development of Parliament's role and status.

**AO3** – Candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur they should be rewarded under AO2.

**AO4** – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**4 What, if anything, did the foreign policy of Henry VIII achieve between 1530 and 1547? [30]**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. No set response is to be expected. It is the quality of the argument and the evaluation that should be rewarded.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well considered judgement. Attempts to deal with historiography and differing historical interpretations may well enhance answers, but are not required.

The 1530s saw a period of danger for Henry with a period of peace between Charles V and Francis until 1536 and, again, a ten year truce in 1538 with the possibility of a papal inspired crusade. It might be argued that this was avoided. In terms of a more active foreign policy, there were limited opportunities for any exploitation of European war and the divorce precluded a revival of the Habsburg alliance against Henry's traditional enemy. The alternative of a protestant alliance which led to the Cleves marriage came to nothing. By 1540, the prospects for a more active foreign policy were greater with a decline in French-Habsburg relations, the resources from the plunder of the Church.

There is some discussion about the aims of foreign policy and the strengthening of national unity. The victory over Scotland in 1542 may have had the limited aim of ensuring that Scotland would not join with France, but the battle of Solway Moss offered greater chances and the Treaty of Greenwich opened the chance of dynastic union with a reformed Scotland which proved abortive, and the violent policies only led to a stronger link between Scotland and France. The return to the type of policy towards France which was seen in the earlier years of the reign was on a large scale but suffered from disputes with the Emperor and costly and indecisive campaigns. Local successes at Boulogne and Montreuil might be credit but have to be set against the heavy costs and the humiliation of French assaults on the south coast. The gain of Boulogne and a revival of the French pension may be seen as not commensurate with the costs. Many may agree with the analysis that by the end of the war there had been limited gains from war and that Britain had not established good relations with the Emperor or the German princes and had little prospect of further success.

**AO3** – Candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur they should be rewarded under AO2.

**AO4** – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.