



## Cambridge Pre-U

---

**HISTORY****9769/53**

Paper 5 The Reign of Henry VIII, 1509–1547

**May/June 2022**

MARK SCHEME

Maximum Mark: 40

---

**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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

This document consists of **9** printed pages.

**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**

<b>Level</b>	<b>Level description</b>	<b>Mark</b>
<b>3</b>	<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
<b>2</b>	<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
<b>1</b>	<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
<b>0</b>	No creditable response	0

**Levels-based mark scheme for Question 2**

<b>Level</b>	<b>Analyse and interpret (AO3) 10 marks</b>	<b>Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks</b>
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.

<b>Level</b>	<b>Analyse and interpret (AO3) 10 marks</b>	<b>Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks</b>
<b>0</b>	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p><b>Compare and contrast the evidence in Documents A and B about the views of Sir Thomas More. You should analyse the content and provenance of both documents.</b></p> <p>Similarities:</p> <ul style="list-style-type: none"> <li>• In A More puts God before the King and this is confirmed in B when he says that ‘for a temporal law cannot be head of the spirituality’.</li> <li>• In A he puts his conscience first, ‘a man is not bound in his conscience by one country’s laws’ and in B he refers to his wish to speak freely to discharge his conscience.</li> <li>• He acknowledges that the Pope’s authority is not accepted in England in A and refers to the act ‘against the union of Christendom in B’.</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>• In B More appeals to authority of approved doctors and but does not in A.</li> <li>• In B reference to the European context but not in A.</li> <li>• In B reference to tradition of General Councils but not in A.</li> <li>• In B more direct criticism of the Act.</li> </ul> <p>Provenance:</p> <ul style="list-style-type: none"> <li>• A refers to an interrogation with a variety of leading people present with More anxious to avoid entrapment by Cromwell and offering careful replies. B is after he has been found guilty and there is no need for such care and his opposition can be more freely expressed. A is in a private letter and B is for publication in a foreign country.</li> </ul>	10

Question	Answer	Marks								
2	<p><b>How convincing is the evidence provided in this set of documents for the view that Protestantism was well advanced in England by 1547? In evaluating the documents, you should refer to all the documents in the set (C–F).</b></p> <p>Main Issue:</p> <p>The main issue is whether actual belief rather than separation from Rome had changed and how far the actual policy of the king had moved to encompass doctrinal change. The gap between declared policy and local practice is an issue to be considered.</p> <table border="1" data-bbox="316 651 1311 1852"> <thead> <tr> <th data-bbox="316 651 815 748">Analysis of interpretation in Documents (AO3)</th> <th data-bbox="815 651 1311 748">Critical Evaluation of Documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 748 815 1218"> <p>C In 1537 the elements of the old faith in images, altar cloth and statues of Saints and incense are to be seen – not the new emphasis on the Word and Faith Alone. By 1543 there is also reference to the Guild of the Virgin and the old practice of church ales which reformers disliked. Suggesting limited change and continuing incense and candles for the dead in Purgatory and even an old religious play seen by modernisers as superstitious.</p> </td> <td data-bbox="815 748 1311 1218"> <p>In C there is good evidence for actual practices which continued despite changes, but it is from only one Parish and in the more conservative West Country. In more urban areas the position could be very different.</p> </td> </tr> <tr> <td data-bbox="316 1218 815 1451"> <p>D There is evidence of protestant belief in the heresies denying the renewal presence and the power of the Mass but also of an official policy which was clamping down on doctrinal unorthodoxy.</p> </td> <td data-bbox="815 1218 1311 1451"> <p>In D the reading of the evidence depends on the typicality of the views being punished and also the consistency of royal policy since catholic views were also being punished to keep a balance.</p> </td> </tr> <tr> <td data-bbox="316 1451 815 1852"> <p>E Protestant elements can be seen in the reference to purging superstition and publishing scripture. But the brakes are being applied by reference to the worship of the Virgin and the store of Grace and the dislike of misunderstandings and the authority of approved authority is not 'the priesthood of all believers' in Lutheran doctrine.</p> </td> <td data-bbox="815 1451 1311 1852"> <p>E In context it might be seen that the king's actions were a mixture – the ending of superstitions included the ending of shrines and pilgrimages but by 1543 there had been a backpedal and concerns about loss of control. How far this can be seen as indicative of actual change in the country however is doubtful as many continued with 'superstitions'.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in Documents (AO3)	Critical Evaluation of Documents (AO3)	<p>C In 1537 the elements of the old faith in images, altar cloth and statues of Saints and incense are to be seen – not the new emphasis on the Word and Faith Alone. By 1543 there is also reference to the Guild of the Virgin and the old practice of church ales which reformers disliked. Suggesting limited change and continuing incense and candles for the dead in Purgatory and even an old religious play seen by modernisers as superstitious.</p>	<p>In C there is good evidence for actual practices which continued despite changes, but it is from only one Parish and in the more conservative West Country. In more urban areas the position could be very different.</p>	<p>D There is evidence of protestant belief in the heresies denying the renewal presence and the power of the Mass but also of an official policy which was clamping down on doctrinal unorthodoxy.</p>	<p>In D the reading of the evidence depends on the typicality of the views being punished and also the consistency of royal policy since catholic views were also being punished to keep a balance.</p>	<p>E Protestant elements can be seen in the reference to purging superstition and publishing scripture. But the brakes are being applied by reference to the worship of the Virgin and the store of Grace and the dislike of misunderstandings and the authority of approved authority is not 'the priesthood of all believers' in Lutheran doctrine.</p>	<p>E In context it might be seen that the king's actions were a mixture – the ending of superstitions included the ending of shrines and pilgrimages but by 1543 there had been a backpedal and concerns about loss of control. How far this can be seen as indicative of actual change in the country however is doubtful as many continued with 'superstitions'.</p>	30
Analysis of interpretation in Documents (AO3)	Critical Evaluation of Documents (AO3)									
<p>C In 1537 the elements of the old faith in images, altar cloth and statues of Saints and incense are to be seen – not the new emphasis on the Word and Faith Alone. By 1543 there is also reference to the Guild of the Virgin and the old practice of church ales which reformers disliked. Suggesting limited change and continuing incense and candles for the dead in Purgatory and even an old religious play seen by modernisers as superstitious.</p>	<p>In C there is good evidence for actual practices which continued despite changes, but it is from only one Parish and in the more conservative West Country. In more urban areas the position could be very different.</p>									
<p>D There is evidence of protestant belief in the heresies denying the renewal presence and the power of the Mass but also of an official policy which was clamping down on doctrinal unorthodoxy.</p>	<p>In D the reading of the evidence depends on the typicality of the views being punished and also the consistency of royal policy since catholic views were also being punished to keep a balance.</p>									
<p>E Protestant elements can be seen in the reference to purging superstition and publishing scripture. But the brakes are being applied by reference to the worship of the Virgin and the store of Grace and the dislike of misunderstandings and the authority of approved authority is not 'the priesthood of all believers' in Lutheran doctrine.</p>	<p>E In context it might be seen that the king's actions were a mixture – the ending of superstitions included the ending of shrines and pilgrimages but by 1543 there had been a backpedal and concerns about loss of control. How far this can be seen as indicative of actual change in the country however is doubtful as many continued with 'superstitions'.</p>									



Question	Answer		Marks
2	Analysis of interpretation in Documents (AO3)	Critical Evaluation of Documents (AO3)	
	F The evidence is here of increasing discord and 'fantastical opinions' with preachers sowing debate possibly indicating a growth in protestant views within the church. There is a reference to 'anabaptist' being used as term of abuse possibly indicating the growth of more radical ideas and people judging spiritual matters themselves.	F The issue is about how far this reflects the real divisions and growth of radicalism or is the fear of an ageing monarch concerned with what he has let loose.	
<p>Possible judgements. (AO2):</p> <p>It would be possible to see the ongoing concerns of the King from 1543 to 1545 as indication that religious division and hence the growth of Protestantism as being shown here though D reveals the difficulties faced by those who spread it and C the ongoing conservatism outside London and the South and East.</p>			