



General Certificate of Education

AS History 1041

Unit 2: HIS2B

The Church in England:

the Struggle for Supremacy, 1529–1547

Mark Scheme

2010 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2010

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2B: The Church in England: the Struggle for Supremacy, 1529–1547

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to faction in the last years of Henry VIII's reign. (12 marks)

Target: AO2(a)

Levels Mark Scheme

- | | |
|--|--------------|
| Nothing written worthy of credit. | 0 |
| L1: Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak. | 1-2 |
| L2: Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. | 3-6 |
| L3: Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. | 7-9 |
| L4 Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | 10-12 |

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to identify differences between the views of the two sources for example:

Source B argues that faction was determined by concerns over the succession, whereas **Source A** argues that the advisors divided on religious lines.

Source B argues that those who had influence were those chosen by Henry himself, whilst **Source A** argues that access to Henry was restricted due to the King's illness and that those who did have access to the King, due to their positions, were of the new religion.

Candidates will need to explore the context of the two sources. They might, for example refer to:

- both are written by modern historians but differ in that Source A is seeking to explain the actions of the Conservative faction in challenging the faction of which Cranmer was part, whereas Source B explains why Henry, against all his personal religious beliefs, chose to favour those who would protect his view of royal authority.

To address 'how far' they should also indicate some similarity between the sources, for example:

- both sources suggest that there were groups whom Henry trusted
- both sources suggest that there were groups of whom he was suspicious
- both sources identify the conservatives as opposing steps taken by those of the new religion.

In making a judgement about the degree of difference, candidates may conclude that whilst the sources disagree about elements of faction they agree that there were identifiable divisions at court in the last years of Henry's reign.

The major difference between the two sources concerns the reason for the division of opinions within the King's advisors. Source A argues that the advisors divided on religious lines; Source B argues that it was determined by concerns over the succession.

Source A argues that access to Henry was restricted due to the King's illness and that those who did have access to the King, due to their positions, were of the new religion. Source B argues that those who had influence were those chosen by Henry himself. This source argues that those who had influence were chosen because they supported his vision of his own authority; Surrey and Norfolk both challenged this.

Both sources agree that there were identifiable groups whom Henry both trusted and of whom he was suspicious.

(b) Use **Sources A, B and C** and your own knowledge.

How far were Henry VIII's last years dominated by religious issues? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which suggest that Henry VIII's last years were dominated by religious issues against others which do not. All three sources provide reference to religious issues and candidates should use the sources as evidence in their answers.

- **Source A** argues that religion was the dominant factor in the last years of Henry's reign; it was the issue which determined factions
- **Source B** is concerned with the issue of the Royal Supremacy – the paramount concern was the Break with Rome and the power of the monarchy
- **Source C** shows that religious policy was conservative and designed to prevent the advance of Protestantism. He argues that the religious structure of royal supremacy and the conservative approach to religious issues were inextricably linked. This source refers to how elements of Protestantism which could be linked with Cromwell were also consistent with the Six Articles. But note that the last sentence (and the emphasis on 'especially' and 'his'): religion is tied up with Henry's view of kingly authority.

Factors suggesting that Henry's last years were dominated by religious issues:

- there was a growing conservatism in religious policy following the downfall of Thomas Cromwell and a growing involvement by Henry himself, This can be seen in the King's book, the Act of Six Articles and the trial and execution of Anne Askew
- the conservatives sought to damage the religious influence of Catherine Parr and Thomas Cranmer
- the identifiable protestant/reformist faction gained prominence in the last months of Henry's life.

Factors which suggest that other issues were dominant:

- Henry was determined to protect the royal supremacy which influenced his favouring of the reformist faction
- Henry was attempting to re-position himself in Europe
- Henry's last years were dominated by the wars with France and Scotland
- England needed large sums of money to maintain the military exploits and this led to sales of Crown property and the debasement of the coinage.

Good answers are likely to conclude that all of the issues are inextricably linked. The only way in which the Break with Rome and monarchical power could be secured was by preventing a return to Rome. In order to prevent a Crusade against England by Charles and Francis I, the two had to be divided and England's power demonstrated.

Question 2

- (a) Explain why the Act for the Submission of the Clergy was passed in 1531. (12 marks)

Note: The incorrect date was printed on the paper. The Act was drafted in 1532 and finally given the Royal Assent in 1534. Leniency has been shown to candidates who attempted this question.

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Act for the submission of the clergy was passed in 1531:

- the Act for the Submission of the Clergy was passed to put pressure on the Pope in an attempt to force him to grant an annulment of the marriage between Catherine of Aragon and Henry VIII. It was predicated on a growing anti clericalism demonstrated in the Parliament called in 1529
- Wolsey had failed to achieve annulment of Henry VIII's marriage through the papal courts and by using his position as legatus a latere. Wolsey had been dismissed and charged with praemunire
- the case had been referred back to Rome. No progress was being made due to the restrictions on the Pope enforced by the Holy Roman Emperor

- MPs meeting at Westminster in 1529 had sought to challenge the most obvious abuses of the Church of England. Four separate acts were passed which limited the power of the clergy. The case of Richard Hunne was also discussed
- Cromwell was able to use the critical atmosphere to harness support for an overt challenge to the power of the Church in England as a means of challenging the Pope. As with Wolsey the key members were charged with praemunire
- the Act demonstrated the increasing involvement of Parliament in matters of the Church and the use of legislation to legitimize decisions.

To reach the higher levels, candidates will need to show the inter-relationships of the reasons given, for example they might suggest that it is not clear where Henry VIII believed that this Act would take him; he hoped that it would be sufficient to force the Pope to change his mind about the annulment.

- (b) 'The acts passed by the Reformation Parliament had completely changed the Church in England by 1536.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. 0
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. 1-6
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. 7-11
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. 12-16
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. 17-21
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. 22-24

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points that agree with the view that the Church in England had been completely changed by the Acts of the Reformation Parliament against others which do not.

Points/factors/evidence which agree might include:

The Acts passed by the Reformation Parliament did transform the Church in England:

- the Church of England was created with the Monarch as its Supreme Head. The Church was no longer responsible to the Pope in Rome. It was answerable to the king
- the Church in England was no longer part of the wider Roman Catholic Church
- the king was now the Head of State and Head of the Church, he was responsible for people's souls as well as their lives and property. The king had to give approval to canon law and was the ultimate authority in the Church courts. Appeals could no longer be made to Rome
- all taxes and financial payments which had been made to Rome were now payable to the king.

Point/factors/evidence which disagree might include:

Although these structural changes were made to the Church very little was actually achieved in terms of any ambitions that reformers might have had to transform the doctrine and liturgy of the Church.

- action was taken against those who were most loyal to Rome; More, Fisher, the Carthusian Monks, but this was due to their refusal to take the oath of supremacy rather than because of their doctrinal beliefs
- Henry held fast to Catholic beliefs. Anne Boleyn had presented him with books by Tyndale and Fish but he was only prepared to accept their ideas to support the Royal Supremacy rather than present challenges to the established doctrine.

Good answers may conclude that in the longer term the fact that the king was Head of the Church of England did facilitate change:

- the dissolution of the monasteries
- the printing of the Great Bible in English and its placement in Churches
- the Act of the Ten Articles.

Whilst some historians have argued that Henry vacillated due to external pressure, GW Bernard believes that Henry VIII followed a consistent religious policy and that the religious changes made during the 1530s and 1540s were consistent with an overall reformist approach to the Church, based on an attempt to purify it of superstition and bad practice. This, it is argued, was based on his Humanism.

Question 3

- (a) Explain why the Act for the Dissolution of the Lesser Monasteries was passed. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Answers should include a range of reasons as to why the Act for the dissolution of the Lesser monasteries was passed.

Candidates might include some of the following factors:

The Act for the Dissolution of the Lesser Monasteries was passed for a number of possible reasons.

- it was to remove the corruption evident in the smaller monasteries evidenced by the commissioners who had been involved in the *valor ecclesiasticus*
- it was a continuation of the policies which had been begun by Wolsey and was intended to provide money for investment into parishes to improve the quality of the clergy. Money would also be invested in the education of clergy through schools and universities
- it was an attempt to remove the influence of foreign religious establishments and ultimately the influence of the pope
- it was a trial run to assess what support there was for the monasteries and what opposition would be created before the larger monasteries were challenged
- it was an attempt to increase the income of the king. Cromwell had made him aware of the riches of the Church and how they might be used to increase the wealth and authority of the monarchy.

To reach the higher levels candidates will need to show the inter-relationship of the reasons given, for example they might suggest that the smaller monasteries were no longer viable economic or religious units and that that Henry sought to lessen external power and to benefit financially. Or they might argue that Henry was seeking to reform religion in the parishes and did intend to use the money to good effect in improving the education of the clergy.

- (b) 'The Dissolution of the Monasteries between 1536 and 1540 was widely supported.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit.

0

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that the dissolution of the monasteries was widely supported with the view that the dissolution was widely challenged.

Points/factors/evidence which agree might include:

- the gentry and nobility supported the dissolution and they were able to benefit in material terms by purchasing land and property

- the dissolution of the monasteries was supported through Parliament
- a significant number of the monasteries were surrendered voluntarily to the king
- when the monasteries were closed, people of all classes took possessions either legally or by sacking what remained.

Points/factors/evidence which might disagree include:

- the only mechanism for objecting was either through Parliament or by direct action. Parliament was managed by Cromwell and all with influence had accepted the oath of Supremacy
- Henry VIII was able to secure acceptance of the dissolution of the Monasteries because he was Head of State and Head of the Church of England. To challenge him directly could be construed as treason. Few people were prepared to challenge the king directly – even the pilgrims sought to challenge not the king but his advisors
- the Pilgrimage of Grace gained great support in the North of England from all groups in society who wished to prevent the attack on the church. They were prepared to leave their communities to voice their views against the actions which were being taken
- whether the fact that there was no outrage in the South might be the result of a lack of a mechanism for people to voice their objections
- some abbots and monks resisted the dissolution and were prepared to die for it, some were bribed to give in and did so because there was no alternative. The monks and nuns had no way of objecting to the dissolution.

Good answers may conclude that it is almost impossible to state whether the majority of people supported the dissolution of the monasteries. It is possible to state that by 1541 there were no monasteries and all opposition had been overcome.