



**General Certificate of Education  
June 2011**

**AS History 1041**

**HIS2B**

**Unit 2B**

**The Church in England:**

**The Struggle for Supremacy, 1529–1547**

**Final**

***Mark Scheme***

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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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)**

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##### **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

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June 2011

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

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

**Question 1**

**01** Use **Sources A** and **B** and your own knowledge.

How far do the views in **Source B** differ from those in **Source A** in relation to Henry's decision to marry Anne Boleyn? (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

|            |  |              |
|------------|--|--------------|
|            | Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> | Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.   | <b>1-2</b>   |
| <b>L2:</b> | 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.   | <b>3-6</b>   |
| <b>L3:</b> | Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                       | <b>7-9</b>   |
| <b>L4:</b> | 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. | <b>10-12</b> |

**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 levels scheme.**

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

- whether the relationship with Anne Boleyn became serious before or after the decision to divorce (**Source A** – before) (**Source B** – after)
- difference in who was the driving force (**Source A** – Anne) (**Source B** – Henry)
- belief that the matter had to be resolved through law (**Source A**) that Henry had the power to resolve the situation (**Source B**).

Candidates will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- secrecy involved – Henry did not want Catherine to find out. Important that the Pope did not believe that the reason why Henry wanted the divorce was to marry Anne.
- lack of clarity in the dating of surviving sources, e.g. letters from Henry to Anne
- different historians' views.

To address 'how far', candidates should also indicate some similarity between the sources. For example:

- the need to declare the existing marriage null and void
- Anne refused to become Henry's mistress
- there is a change in Henry's attitude to Anne.

In making a judgement about the degree of difference, candidates may conclude that there was a lack of clarity about both the timing and the reasons given.

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**Question 1**

**02** Use **Sources A, B and C** and your own knowledge.

How important was the King's Great Matter to the Break with Rome in the years 1529 to 1533?  
(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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** A clear reference to the importance of the existing marriage and the process needed to annul this; Henry to '*answer a charge of having, for eighteen years, unlawfully lived...*', '*If the marriage of Henry to Catherine was to be declared null and void then this must be done by the process of law and by the sentence of papal authority.*'
- **Source B:** Refers to the fact that the Pope was being controlled by the HRE and that the process to annul the marriage was complex... in a position to compel the Pope to drag his feet. But also suggests that Henry could have used his own authority '*had the courage of his convictions he could have married again immediately... a first marriage which was null and void left a man free to marry again.*'
- **Source C:** Suggests that Henry was not planning to break with Rome but was responding to the refusal of the Catholic Church to grant the divorce '*there was little else that Henry could do by the autumn of 1530 other than to put some kind of pressure on the Pope*'. But at the same time it suggests that he also took clear action himself '*he did this by attacking the clergy with the powers he already had in law*'. It also stresses that the real action came from Parliament. '*Despite the pressure Henry made little headway; Henry's patience was wearing thin. The third session of Parliament met in January 1532 and would prove to be critical*'.

From candidates' own knowledge:

Factors suggesting *focus* might include:

- Henry's determination to ensure the annulment of his marriage to Catherine, to make a marriage to Anne Boleyn and to secure a male heir
- the main action of the Catholic Church was to refuse to decide one way or another about Henry's case for the annulment. Rather to procrastinate
- the Papal Court, which was held at Blackfriars, was also significant; by returning to Rome following Catherine's Appeal they provoked Henry into action.

Factors suggesting *other factors/alternative view* might include:

- the Submission of the Clergy following pressure from Parliament which recognised Henry as Head of the Church '*as far as the Will of God allows...*' was a significant milestone in the process of the Break with Rome
- the willingness of Bishops, Abbots, Clergy to swear the Act of Supremacy gave the Break with Rome legitimacy
- the action of Parliament in passing a series of laws to put pressure on the Pope which culminated in the separation of the Church of England. For example: restraint of appeals, submission of the Clergy, the forbidding of the payment of Peter's pence etc.
- the action of Anne Boleyn in encouraging Henry to press for the means to marry her and her introduction of Henry to the works of Tyndale and Fish
- other people whose action was important – clearly Catherine by refusing to agree to the invalidity of the marriage, Thomas Cromwell for steering the legislation through, Thomas Cranmer for taking the action as Archbishop of Canterbury.

Good answers are likely to/may conclude that without Henry's determination to achieve his annulment the Break with Rome would not have been necessary.

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**Question 2**

**03** Explain why, by 1536, there was criticism of the monasteries. (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**

**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 in 1536 Henry VIII dissolved the Smaller Monasteries.

Candidates might include some of the following factors:

- the *Valor Ecclesiasticus* indicated the wealth of the Monasteries which could be used to provide a financial resource for foreign affairs
- the work of commissioners had been used to portray the monasteries as morally and religiously corrupt
- radical religious advisors such as Cromwell did not believe in the role of monasteries. Henry believed that pilgrimages and relics were superstitious.

*OR* Candidates may refer to some of the following long-term factors:

- support for the monasteries, with the exception of the more austere foundations, was weakening. The average size of the monasteries and their viability was declining due to the lack of recruits
- the Crown did not have the financial resources available to the two main powers in Europe
- Wolsey had begun the process of dissolving the smaller houses.

And some of the following short-term/immediate factors:

- the Carthusians had rejected the oath swearing allegiance to the heirs of Anne Boleyn – the monasteries could be seen as a potential launch pad for undermining Henry's authority.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, Henry needed to secure the Royal Supremacy; to establish the separateness of the Church of England he required greater financial independence, a distinctive theology and the support of the political nation.

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**Question 2**

- 04** 'The Pilgrimage of Grace was a serious challenge to the government of Henry VIII.'  
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**

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**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 Pilgrimage of Grace was a serious challenge to the government of Henry VIII.

Points/factors/evidence which agree(s) might include:

- the numbers of Pilgrims massed in Doncaster which outnumbered the King's forces; many of these were armed and had the potential to defeat those who supported the King
- the area which supported the Pilgrimage was that where the White Rose Party had greatest support; there were still members of the Yorkists who could provide an alternative monarch. (This was not suggested by the Pilgrims)
- Henry did not have a male heir and the Pilgrims sought the re-instatement of Princess Mary
- some members of the nobility supported the Pilgrims and control of Pontefract Castle was lost
- the Articles which were drawn up by the Pilgrims demanded changes to Henry's religious policy and an oath was sworn to Rome.

Points/factors/evidence which disagree(s) might include:

- the main target of the Pilgrims was Cromwell not Henry. The Pilgrims did not really want to fight but to convince Henry of the rightness of their cause
- there was very little support outside of the North and the Pilgrims were reluctant to go across the Don
- Henry was able to outwit the leaders who respected his authority. He was able to use negotiation and his armed presence to contain the rebels.

Good answers are likely to/may conclude that Henry regarded the Pilgrimage of Grace as a serious challenge to his authority and it had the potential to be a very serious challenge, however, the motive of the Pilgrims was to change the policy rather than threaten the King. Nevertheless by 1536 Henry's position was defined by the Royal Supremacy and any challenge to this was a challenge to him. Henry used all his power, wit and authority to defeat the Pilgrims and to put down any dissent in a savage manner. Whilst the question does focus on the Pilgrimage of Grace it is acceptable to make reference to the Lincolnshire Rising bigod's rebellion.

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**Question 3**

**05** Explain why, in 1540, Thomas Cromwell was removed from power. (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**

**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 Thomas Cromwell was removed from power.

Candidates might include some of the following factors:

- the failure of the Cleves marriage
- his radical religious views
- he had achieved what Henry had wanted; Henry did not want to move the Church in the direction which Cromwell seemed to favour
- his alienation of the conservative faction – being base born, usurping the powers of the nobility.

*OR* Candidates may refer to some of the following long-term factors:

- linked to the above: the role of the nobility in the government of the country
- linked to the above: the pace and extent of religious change.

And some of the following short-term/immediate factors:

- the signing of the Truce of Nice – fear of a Catholic Crusade
- the attraction of Henry for Catherine Howard.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that Cromwell's religious views had alienated many including the king and were in danger of making the country vulnerable to external attacks.

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**Question 3**

- 06** 'The years between 1541 and 1547 saw a return to conservative religious policies.'  
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 evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- the King's Book was doctrinally more conservative – stressed the importance of masses for the dead
- the Act for the Advancement of True Religion – restricted the reading of the Bible
- the execution of heretics such as Anne Askew
- the influence of the Duke of Norfolk in the Privy Council.

Evidence which disagree(s) might include:

- the Act for the Dissolution of Chantries
- the introduction of the English Litany and the King's Prayer
- influence on King of Cranmer and Catherine Parr – both of whom were supportive of the new religion
- the increasing influence of the Seymours and Paget and the control of the Dry Stamp.

Good answers are likely to/may conclude that during this period Henry tried to keep a balance between all interests in the Privy Council. His main priority was to protect the Royal Supremacy which meant promoting those ideas and people who would keep England separate from Rome, whilst protecting the distinctive catholic theology of the Church of England.

## Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)