



**General Certificate of Education
June 2012**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

June 2012

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the abuses of the Church. (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 students 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.

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

- Source A suggests that the laity do not question the authenticity of the ‘miracle’. Source B suggests that people may have recognised the dubious nature of the shrines but had other motives
- Source A stresses the weakness of such behaviour of the clergy whereas Source B suggests these abuses did not occasion serious disquiet.

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

- a range of false relics for example: The Blood of Hailes, fragments of the true cross, God's smock etc.
- the Pardoner from the Canterbury Tales selling false relics
- Source A was written by a contemporary with a focus on the abuses of the clergy whereas Source B was written by a historian in 1984 who presents a balanced view
- Source A was written based on personal experience whereas Source B is a considered analysis of a historian using a range of evidence
- Source A is judgemental and critical of the behaviour. Source B presents an explanation of attitudes of the time.

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

- both sources recognise that the priests were motivated by a need to raise money
- both sources stress the importance of the local experience
- both suggest that the ritual of the Church offered opportunities for people to get together.

In making a judgement about the degree of difference, students may conclude that the sources have some broad agreement about the behaviour of particular clergy but differ in the extent and significance.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was anti-clericalism as a motive for the break with Rome? (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 students 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.

Students 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** was written by one of those involved in the passing of legislation. He is clearly critical of the behaviour of some of the clergy
- **Source B:** this suggests that whilst there were criticisms of the Church the positives of the Church outweighed the weaknesses and that most people were not critical of the Church but welcomed the opportunities. Anti-clericalism was not a major motive force
- **Source C:** suggests that anti-clericalism was prevalent in the 'Reformation parliament, but that it was contained and used to put pressure on the pope. Acts were passed which enabled the commons to act/argue against anti-clericalism. It suggests that it was anti-clericalism rather than doctrinal change as Thomas More was not in favour of Protestantism.

From students' own knowledge:

Factors suggesting anti-clericalism was important in the acts of parliament which led the break with Rome might include:

- Henry VIII called Parliament because he wanted to pass an Act of Attainder against Wolsey. This was due to the failure at Blackfriars and was predicated on the anti-clerical feelings of Parliament
- the Act for the Submission of the Clergy and the Supplication of the Ordinaries both tackled the legal and financial powers of the Church
- the Act which related to Peter's Pence and annates attempted to curtail the financial powers of the Church
- anti-clericalism was used to put pressure on the pope.

Factors suggesting that anti-clericalism was not a motive might include:

- Henry increasingly wanted to use the acts of Parliament to increase his income
- he increasingly wanted to extend his own power
- the motive force throughout was to obtain the annulment of his marriage
- Thomas Cromwell used the Act of Supremacy to secure a separate country from Christendom and achieve an imperial ideal.

Good answers are likely to/may conclude that the anti-clericalism was used by Cromwell to gain support for the pressure being placed on the Pope and ultimately to achieve the break with Rome. Anti-clericalism sought to reform the Church, as suggested by Thomas More rather than to Break with Rome.

Question 2

03 Explain why Henry VIII dissolved the smaller monasteries in 1536. (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 students 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 Henry VIII wanted to dissolve the smaller monasteries in 1536.

Students might include some of the following factors:

- the greatest opposition to the Break with Rome had come from those who placed their affiliation to the pope and Rome higher than to that of the King – most notably the Carthusian monks. Henry wanted to remove the abbots from the political arena where they could frustrate his government. The dissolution would remove their influence from the House of Lords and facilitate a restructuring of the dioceses within England
- the property owned by the monasteries both in terms of land and moveable wealth could transform Henry's financial position and enable the construction of a new defensive system. The money could possibly be used for attacking France
- Henry had considered the theological justification for monastic life and had come to the conclusion, aided by Cromwell's commissioners, that the life of monks was corrupt.

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

- support for the monasteries had been declining. With the exception of the more aesthetic orders, the number of novices especially from the nobility was declining. There was unlikely to be a major outcry from the nobility
- unlike Charles V and Francis I, Henry did not have the financial resources necessary to either control or reward his nobles. The money from the monasteries would enable this to take place.

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

- the information provided for Henry in the *Valor ecclesiasticus*
- pressure from Cromwell.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that without the political instability created by the Break with Rome, Henry would not have needed to assert political control or to face a challenge from abroad.

Question 2

- 04** 'The main cause of the Pilgrimage of Grace was the dissolution of the smaller monasteries.'
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 students 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.

Students 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:

- a key demand of the Pontefract Articles was the restoration of the monasteries
- the actions of the commissioners in Lincolnshire and Yorkshire dissolving the monasteries was the immediate cause of unrest
- Robert Aske not only used the attack on the monasteries to unite opposition but also stated that this was the primary reason for the rebellion during his trial. In this he placed specific emphasis on the social and economic benefits of the monasteries to the local communities.

Evidence which disagree(s) might include:

- political causes – the involvement of the Aragonese faction in an attempt to restore links with Rome and Mary's claim to the throne
- poor harvests, rising entry fines and enclosure had an impact on the incomes and livelihoods of the commons and tenant farmers
- Statute of Uses – imposed taxation on landholders
- there were nine hosts involved who had different complaints
- the Pilgrimage of Grace was almost wholly northern and there is evidence which suggests that the loss of influence which had come with the fall of Richard III was key in the reasons for rebellion
- the decision to participate in the Pilgrimage was an individual one and the personal/individual cause may have been the most significant.

Good answers are likely to/may conclude that in the short-term, the dissolution of the monasteries was the most significant cause of the Pilgrimage of Grace as it united the Pilgrims, but wider causes were also significant in giving individuals specific reasons to rebel.

Question 3

- 05** Explain why the English Bible was placed in every parish church in England from 1536. (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 students 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 Bible was placed in every parish church.

Students might include some of the following factors:

- the English Bible was a key ambition of Thomas Cromwell and part of his attempt to reform, not only the structure of the Church but its beliefs
- the positioning of the Bible presented a challenge to the doctrinal control over the laity exercised by priests, many of whom were still loyal to traditional (i.e. papist) teaching
- the frontispiece which showed the religious significance of the King provided a strong visual message even to those members of the laity who could not read.

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

- the growth in literacy and the import of Bibles from the continent meant that many, especially the wealthy, people had access to Bibles. The provision of an authorised version gave the King a degree of control over what people had access to.

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

- the Pilgrimage of Grace which illustrated the power of rumour over the written word
- the availability of a translation of the Bible which was acceptable to the King.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Cromwell was representative of the new generation who had been exposed to new religious ideas through books and saw the potential for controlling what people believed.

Question 3

- 06** 'The government of Henry VIII did not significantly change the doctrine of the Church of England between 1537 and 1547.'
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 students 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.

Students should be able to make a judgement by balancing points which agree with the view.

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

- Henry VIII was essentially Catholic and the doctrine of the Church remained fundamentally the King's beliefs, which were Catholic. Henry would not allow the beliefs to be challenged. This was clearly articulated in the King's Book
- the date 1537 predates the Act of Six Articles which was a fundamental restatement of the belief of the Catholic Church following the implicit challenge in the Act of Ten Articles
- reformist bishops were put in a position where they had to resign their sees
- the fundamental doctrine was re-inforced with the trial and execution of John Lambert and Anne Askew. It could also be argued that the removal of Cromwell was part of Henry's determination to protect the Church of England.

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

- 1537 pre-dates the dissolution of the larger monasteries and the chantries. The former did not have a direct effect on parish churches but the chantries did
- royal injunctions were issued in 1538 against worship at Shrines and disallowed pilgrimages. In 1541 shrines were abolished
- the English Litany was introduced in 1543
- the English Bible was introduced but the reading of this was restricted to the gentry and nobility
- Thomas Cranmer was instrumental in pushing for new religious ideas, for example the Bishops' Book and his contribution to homilies.

Good answers are likely to/may conclude that that the King's reformation protected the concept of Supremacy and Henry's right to determine canon law. Most of his changes were focused on the wealth of the Church rather than its beliefs; where there were changes to beliefs it was to purify 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