
**AS
HISTORY
7041/2D**

Religious conflict and the Church in England, c1529–c1570

Component 2D The break with Rome, c1529–1547

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

Religious conflict and the Church in England, c1529–c1570**Component 2D The break with Rome, c1529–1547****Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the ways in which Henry VIII attempted to secure the succession c1529? **[25 marks]**

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**

- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**

- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**

- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**

- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**

Nothing worthy of credit. **0**

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source is from a speech made by King Henry VIII personally to his advisers and key members of the political nation following doubts raised about the validity of his marriage to Catherine – for example the French concerns about Mary's legitimacy
- the source presents a hypothetical future, 'at the time of our death'. It is based on unproven possibilities – 'what mischief....'
- the tone is at times regretful, fearful. In many ways Henry is trying to cover up the true reason for his actions – the desire to marry Anne Boleyn.

Content and argument

- the source is clear in stating that Henry's marriage to Catherine of Aragon was invalid. Henry's reference to '[living] together abominably and detestably in open adultery' suggests that his conscience is stricken by the belief that 'Almighty God' will not bless this relationship with a son because he had married his brother's wife
- Henry uses the collective memory of the instability in the late fifteenth century to threaten not only those who are attending but also their families. The nobility feared further loss of their position and property which might come from a disputed succession
- the source is at the early stage of Henry questioning the validity of his marriage and is clearly based on the issue of the succession of Mary. At this stage of the succession crisis there is no influence from either Anne Boleyn or Thomas Cromwell.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source is valuable as it is from the key Act of Parliament which established the invalidity of Mary. This was drawn up by Cromwell – Henry's first Minister
- the tone is formal and precise; it was designed to prevent any legal challenge to the succession
- the tone is obsequious and implies that the demand for change to the succession is coming from Parliament rather than the King.

Content and argument

- the Act was drawn up by Cromwell, on behalf of Henry VIII, to ensure that there was no challenge in law to the succession which now rested with the heirs of Anne
- the necessity of requiring an oath to be written into the Act of Parliament was a recognition of opposition – the failure of Thomas More, Cardinal Fisher – ex advisers to the King, is implicit
- the Act of Succession came shortly after Henry's marriage to Anne and the passage of the Act of Supremacy. The need to legislate for the succession could be seen as a statement that Henry VIII did not feel secure.

In arriving at a judgement as to which source might be of greater value, students might argue that the speech made by Henry is more valuable as it shows how he attempted to gain support from his nobility and councillors. Others might argue that Source B is the more valuable in demonstrating that ultimately legislation was required to prevent any challenge to the succession.

Section B

- 02** ‘Humanists presented the most important challenge to the Church in England c1529.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments suggesting that Humanists presented the important challenge to the Church in England c1529 might include:

- Humanists were close to those in authority and with influence, for example John Colet, Dean of St Paul's, Erasmus and Thomas More; therefore, their criticisms would carry significant weight. Colet, for example, made searing criticisms of the behaviour of priests and highlighted corruption in the Church
- Humanists worked for the reform of the Church from within; whilst they supported the basic principles of Catholicism, the return to the original texts challenged many of the practices of the Catholic Church. More, for example, identified the abuse of relics
- Henry VIII considered himself a humanist and although he defended the Church against Luther, Humanist ideas are evident in the defence of the Seven Sacraments. Henry VIII spoke out against pilgrimages and was supportive, in principle, of a Bible in English
- Humanists were not regarded as heretics and therefore were able to speak openly.

Arguments challenging the view that Humanists presented the most important challenge to the Church in England c1529 might include:

- Lollards challenged the central belief of the Church – the importance of the Eucharist and the transforming presence of the priest. The numbers of heretics burned was rising. The burning of John Pykars had considerable impact
- Tyndale's translation of the Bible and other literature imported from the continent was read by London merchants who were represented in Parliament. MPs used their position to press for legislation, e.g. the Mortuaries Act
- Lutherans argued for Royal Supremacy as a means to bring about religious change. Simon Fish's Supplication for the Beggars was read by Henry VIII at the point at which he was seeking a solution to his marital problems
- Anti-clericalism presented a significant challenge to the Church by challenging tithes and the legal status of the clergy.

Humanism presented a significant challenge to the Church in the short-term due to its influence on the King and the nobility, but it was a movement for renewal. Other groups who challenged the Church were significant in that they sought radically to alter the Church and had a longer-term impact.

NB Please be aware that students may interpret this question differently and argue that the most serious challenge to the Church came from Henry VIII and his desire for an end to his marriage. The question date of c1529 does allow for this to be discussed as one of the factors challenging the premise of the question. Credit should be given where this approach is part of a balanced argument. Limited credit should be given to those who simply write an account of the annulment proceedings.

- 03** ‘There was little change in the doctrine and services of the Church in England in the years 1536 to 1545.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments suggesting that there was little change in the doctrine and services of the Church in England in the years 1536 to 1545 might include:

- the major changes to the Church had occurred during the Reformation Parliament with the break from Rome establishing the King, rather than the Pope, as Head of the Church
- the Act of Six Articles confirmed the importance of transubstantiation, upheld auricular confession and forbade the marriage of priests. All of these had been key to beliefs and practices before the break with Rome
- the King's Book challenged any evangelical moves to reform the Church and re-asserted masses for the dead and rejected justification by faith alone
- the Act for the advancement of True Religion forbade the reading of erroneous books, restricted the reading of the Bible to the nobility and gentry. Services were still in Latin.

Arguments challenging the view that there was little change in the doctrine and services of the Church in England in the years 1536 to 1545 might include:

- the Ten Articles represented an attempt by religious reformers to challenge traditional doctrine – four of the seven sacraments were 'lost'. Whilst these were 'found' by the Six Articles, other key elements – such as the removal of rites and rituals were not re-instated
- whilst reading of the Bible was restricted in 1543, the Great Bible remained in all parish churches
- Cranmer remained as Archbishop of Canterbury and used his position to promote the English Litany. The Injunctions of 1536 and 1538 can be linked to the drive for religious change pursued by Cromwell
- The dissolution of the monasteries between 1536 and 1540 had doctrinal significance and shows the influence of Lutheran ideas
- the dissolution of Chantries was confirmed by Act of parliament in 1545 but 10 Chantries were dissolved between 1540 and 1543 which challenged the belief in prayers for the dead and, ultimately, purgatory.

Whilst the basic belief in the seven sacraments was upheld by The Six Articles, the challenges to the doctrine of the Church – in particular those introduced by Cromwell in his capacity as vice-gerent – shaped expectations and placed a greater emphasis on the individual and his view of faith.