



**General Certificate of Education
June 2011**

History 1041

Unit HIS2B

Report on the Examination

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Unit HIS2B

Unit 2B: The Church in England: The Struggle for Supremacy, 1529–1547

General Comments

The responses to this paper were generally of a high level and demonstrated a good grasp of both the main issues and the evidence in which these are rooted. Of the optional questions, question two was the most popular, but was done less well than optional question three. Whilst the general tendency is for candidates to produce responses which are focused on the question and to select appropriate supporting evidence, answers to the question on the criticisms of the smaller monasteries conflated criticisms of the Church with criticisms of the monasteries, which were not always the same. Responses to the question about the extent of the threat to Henry VIII were more often than not on the causes and the consequences of the Pilgrimage than the challenge to the king. It is a worrying trend that some candidates are either answering the question they wished had been set, one that they had prepared earlier/and or the question that was on the previous examination.

Question 1

- 01** Many candidates were able to access the higher levels in their responses to this question. The best responses are clearly structured in identifying the similarities between the two sources, the differences between the two sources, supporting their observations with reference to contextual evidence and presenting a summative statement which explains the extent to which they agree. Candidates were very familiar with the debate in this question, relating to the significance of Anne Boleyn to the desire for an annulment, particularly whether her relationship with Henry predated the decision. There was some misunderstanding as to whether she had ever been Henry's mistress and few candidates picked up Ives's bold assertion that Henry could have remarried without the pope's consent, if the original marriage was indeed invalid. Candidates are becoming increasingly confident in assessing the 'how' far by indicating the areas of agreement and disagreement; there are far fewer examples of learned responses which make bland statements, or suggest, without explanation, that the date at which the extracts were written is always significant. There were some candidates who tried to suggest that the titles of the books from which the extracts were taken provided a comparison. Reward is given for comparison of views and no credit is given for pointing out that a piece of evidence is given in one extract but not the other. The most problematic response to this type of question is the one in which the candidate compares the sources to their own knowledge or, what is worse, to the views of other historians. There are still some centres where all the candidates are doing this.
- 02** This question produced some excellent answers which were balanced, clearly supported with evidence from own knowledge and the sources, and attempted judgement. Source C provided a starting point for responses in that it argued that Henry did not set out to break with Rome; much of the legislation was intended to put pressure on the Pope. The significance of Charles V in blocking Henry's need for an annulment was picked up in Source B and Source A examined the King's Great Matter: the need to void his marriage coupled with the desire to marry Anne. Candidates were able to use their own knowledge to present other alternatives to the Great Matter, such as the desire to implement

humanist reforms of the Church and increasingly Cromwell's manipulation of parliament to extend the powers of the monarch. The main discriminators in answers to this question were whether the candidate had demonstrated balance and the extent of their supporting evidence. This is a depth paper which has, as an expectation, that candidates will have knowledge of the detailed evidence from the eighteen year period. The dates of this question were important in that the concluding date was 1533. It was unfortunate that some candidates still persist in arguing that Henry broke with Rome so that he could dissolve the monasteries and go to war with France. It was unfortunate that some candidates wrote excellent answers to this question but failed to use the sources; if this happens the highest mark which can be awarded is eleven. In the majority of cases the level of response would have been either four or five.

Question 2

- 03** To achieve Level 4 in the 'explain why' questions candidates should identify and support three reasons. Many candidates were able to identify that the monasteries were regarded as corrupted by behaviour inconsistent with the vows which monks had taken. In some cases this was rooted in precise evidence such as the behaviour of the prior at Maiden Bradley. Unfortunately, in some cases the statements made were very generalised and levelled at a ubiquitous clergy. Too often, criticisms which could be made about parish priests were applied to the monasteries, for example, the use of tithes and lack of education. The use of relics was often quoted, in some cases with specific concerns such as the unproven nature of Christ's blood at Hailes and the vast number of splinters of the true cross. Few made the connection between these and the sale of indulgences. Good candidates were able to make a clear contextual link by demonstrating that the criticisms of the monasteries were orchestrated by Cromwell to provide a convincing case for the dissolution and that much of his evidence came from brief visits to monasteries by investigators whose primary concern was the valuation of monastic property. Some candidates linked the dissolution of the smaller monasteries in the 1530s to those undertaken by Wolsey and stressed that the smaller monasteries were incapable of providing such functions as education.
- 04** This was by far the most popular question and the one which had the weakest overall responses. In past examinations, candidates have been keen to use their understanding of the Pilgrimage of Grace; however, there was little discrimination in the use of knowledge in responses to this question. Whilst a small minority did present a balanced answer which examined the seriousness of the challenge to Henry VIII and selected and deployed precise knowledge, the majority either answered a different question or presented such a generalised account that it was difficult to reward beyond low level three. Elements of *The Tudors* had crept in to the answers to 01, for example a portrait of Henry given to Anne Boleyn which showed him as a much younger man! This question elicited marches on London, a two year campaign with 100,000 supporters. Whilst such were the extreme, too many candidates decided that this was really about the causes of the Pilgrimage of Grace or the consequences of the Pilgrimage. Some candidates did give an account of the events but didn't use the opportunity to link these to the question. The seriousness of the challenge to Henry VIII is a key debate and there is sufficient evidence, without resorting to named historians, to argue, for example, that the scale of the protest which met the Duke of Norfolk and his army in Doncaster was sufficient to overthrow him... Equally, on the other side it can be argued that the Pilgrims did not seek to overthrow the king but to challenge the advice that he was being given by 'base-born councillors'.

Question 3

- 05** Candidates who attempted this question showed a very good understanding of the reasons for the fall of Cromwell. The consequences of the marriage to Anne of Cleves were examined as was the link to protestants in Calais. Generally, his involvement in the Pilgrimage of Grace was rejected as a reason. Much was made of the role of the conservative faction, in particular linked to the Duke of Norfolk and the marriage to Catherine Howard. A significant number of candidates linked his religious sympathies with the protestants in Calais with Henry's own religious beliefs; there was clearly a growing divergence between Henry's catholic beliefs and those of Cromwell. Where candidates made such links they were able to access Level 4. Level 4 can also be accessed by stating which was the most significant/important reason; in this case candidates were often stating that it was the immediate reason of his religious views as he was accused, not of treason, but of heresy.
- 06** Although a small number of candidates used this question to write an essay about the last years of Henry's reign which wasn't linked to the question (for example 'the years saw a return to an active foreign policy rather than a return to conservative religious policies...' and then an essay about foreign policy) there were some very good answers which really focused on the ambivalent religious policies in this period. Henry did execute heretics such as Anne Askew, the King's Book gave a very clear indication of his catholic beliefs, reading of the Bible was restricted to those of a certain position in society, but clearly he recognised that the Royal Supremacy and the Church of England would not be protected during the minority by those who wanted to take England back to Rome. His continued support of Cranmer, the vernacular Bible, and his marriage to Catherine Parr indicate that. The introduction of the Litany (not liturgy) in English and the act which permitted the dissolution of the Chantries had obvious religious implications but were not, primarily, religious policies. The emphasis of the question was clearly on policies; in the same way that this wasn't a question about foreign policy it was not a question about faction. A significant minority of candidates treated it as such and made little or no reference to policy but focussed on access to the king, the execution of Surrey and the dry stamp. Personalities are important in this period, as are the religious views which they held, but they needed to be linked to policies and the question. The overall message is that candidates will be rewarded for answering the question on the paper, not the one that they wish had been set.

Mark Ranges and Award of Grades

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