



General Certificate of Education

History 1041

Specification

Unit HIS2B

Report on the Examination

2010 examination – January series

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Unit HIS2B

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

General Comments

The candidature for entry in January 2010 was divided between those who were entering for the first time – 46%, and those who were re-taking, approximately 54%. The standard of responses was good and the achievement was balanced across the questions, although the number attempting Question 3 outweighed those attempting Question 2 by four to one. Candidates were more familiar with the demands of the questions than they had been in June 2009, particularly in relation to the use of sources and different historical views; there was far less liberal use of historians' names without any supportive or evaluative purpose. The general standard of English was good, although there are a disappointing number of candidates who have not mastered the use of capital letters, let alone the possessive apostrophe. The use of 'protestant' is not really accurate for any religious groups at this time and really needs to be discouraged; the use of 'Britain' and 'British' is clearly anachronistic and is very sloppy. The pressure of examinations is difficult and candidates do not always have a rounded response in their heads, but it does help the examiner reading the script if there are not numerous crossings out, insertions and directional arrows with additional thoughts scattered across a number of pages and interspersed between other responses.

Question 1

- (a) This question was, in the main, done well by candidates, the majority of whom made a serious attempt to compare the views of Sources A and B. far fewer candidates attempted to compare the sources with their own knowledge than had been the case in June. Equally, there were few examples of simply writing out the sources. The most impressive candidates identified the key difference as being who determined events, Henry or factions. Most were able to see the similarity in the loss of influences of the conservatives such as the Duke of Norfolk. Good candidates were able to use their own knowledge of the period to explain the context of the issues. A small number made wild assertions about the probity of Wilson and Loades; some suggested that David Loades was not only wrong but was a Catholic and did not believe in faction. The debate about faction is a very live one as responses to part (b) attested. Whilst it can prove a very useful analytical tool for candidates, there are few historians who would see it in the black and white terms of Wilson.
- (b) The main failing of candidates in their answer to this question was to go beyond 'Henry's last years' to discuss religious issues as far back as the ten Articles and even the Break with Rome. Whilst the dates were not given in the question they were clearly stated in Source C:1541–1547. Source C is chosen specifically to help candidates with part (b) of Question 1. Whilst George Bernard is still somewhat controversial, this source does identify a number of the religious issues particularly addressing the limitations of the conservative reaction. The majority of candidates were able to pick out the Six Articles, but there were some confusion about the encouragement to teach children the Creed, both in terms of 'whose' children and in terms of whether this was Catholic or Protestant. Throughout answers to this question Henry and his policies were described as Protestant.

This is incorrect; Henry was most certainly Catholic and regarded Protestants as heretics. Those who held new religious ideas should be correctly termed as reformers.

The key issue relating to religion, which undoubtedly dominated Henry's last years and was dealt with in Sources B and C, and was not done well by the candidates was the issue of the Royal Supremacy. Henry was determined to protect the monarch's role as Head of the Church of England. Few candidates developed this and did not link it with those whom Henry favoured or rejected in Sources A and B.

Very few candidates failed to use the sources in answering this question but too many relied almost exclusively on the sources in their answers. The candidates who achieved Level 3 and above were able to develop the other factors which dominated Henry's last years, faction and the involvement of English forces in wars against France and Scotland. The most able presented responses which linked the fragility of the Royal Supremacy in the context of Henry's heir being a minor and the need to ensure that England was not invaded from the continent.

Question 2

- (a) This question included an error as to the date as to when the Act for the Submission of the Clergy was passed. The decision to enshrine the submission of the clergy, following the charge of praemunire, in statute was taken in 1531 and the Act was agreed by parliament the following year but did not receive royal assent until 1534. As a result of the error this question was marked sympathetically. Unfortunately, the majority of the candidates who attempted this question chose to interpret it as a question about why Henry wanted to annul his marriage to Catherine of Aragon. Whilst Henry's need to divorce Catherine could be given as a valid reason, it was only one reason. To achieve a mark in Level 3 and above there needs to be three reasons given. Candidates could have included attempts to pressure the Pope to grant the divorce, Henry's desire to increase his control over the Church in England and to mobilise the anti-clericalism so evident in some members of the House of Commons. Examiners felt that candidates had not been adversely affected by the incorrect date, indeed wider experience from other alternatives suggests that the given dates were widely ignored; nevertheless the error was taken into account when awarding marks.
- (b) This question seemed to be attempted by those candidates who had read the examiner's report from June 2009 which pointed out the need to learn the legislation to use in their answers to Question 1(b). There was generally some good supporting evidence used in responses to this question but candidates found it difficult to make the assessment as to how far the legislation passed by the Reformation Parliament completely changed the Church by 1536. The distinction between the control of the Church and the acts to bring it under the headship of the King rather than the Pope was recognised. The financial changes were accounted for, but the doctrinal aspects were not well done. Interestingly, a number of candidates argued that the legislation was only intended to be temporary in order to put pressure on the Pope. Very few of the candidates had made that point in part (a). Part (b) questions are designed to enable candidates to develop a balanced response, in this case candidates were expected to demonstrate that whilst a number of the acts had completely changed the structure of the Church in breaking with Rome, in terms of doctrine there had not been a great deal of change; transubstantiation, services in Latin, the sacraments all remained intact. Examiners showed some leniency in terms of dates, allowing reference to the Ten Articles and the dissolution of the monasteries to be included, but it was unacceptable to state that Henry has established Protestantism and that the Bible in English could be found in all parish churches.

Question 3

- (a) Candidates achieved highly on this question. A significant number were able to identify and develop three reasons why the act for the Dissolution of the Lesser Monasteries was passed. The better ones went on to prioritise and link these reasons. The most common reasons given related to Henry's need for finance, in particular to re-inforce defences in the face of a potential crusade from the continent, Henry's/Cromwell's desire to purge monasteries of superstition and the moral laxity of monks and nuns described by the commissioners. Most were able to state that such accounts were exaggerated for the purpose of gaining public support for the dissolution; an unfortunately large number transposed perceived faults of the clergy- collecting tithes, pluralism and simony onto the monasteries. Candidates who suggested that Henry was testing the water, always intending to dissolve the monasteries were rewarded as were those candidates who focussed on the actual passing of the act and explained why parliament was persuaded to pass the Act to dissolve the lesser monasteries.
- (b) This question produced a number of balanced and developed answers; it also proved an opportunity to write exclusively about the Pilgrimage of Grace. One candidate wrote a superb response, detailed, analytical, balanced and focused on the question but whose marks were limited because he failed to mention either the Lincolnshire rising or the Pilgrimage of Grace.

The best answers considered the responses from different social groups, considering the nobility who were attracted by the opportunity to acquire the land and property of the monasteries, and the commons who joined in the general seizure of possessions when to monasteries were already dissolved. There were some excellent responses which went on to consider why there were objections in the north of the country and not elsewhere; this was related to religious identities and to factors other than the trigger issue of the dissolution.

The dissolution of the monasteries is clearly a popular topic and one which is well-understood. However, candidates must ensure that they support their analysis with relevant detailed evidence. Some judgements are well known but without supporting evidence these remain assertive. Equally, whilst valid points can be made outside of the mainstream, it is important to consider their significance in the context of the question. For example, a number of candidates stated that the Pope did not support the dissolution. Fortunately the majority of candidates did address the issue as to how widely supported the dissolution was and made relevant points such as, it is difficult to assess how widely supported the dissolutions were even in areas where no action was taken, as following the execution of the Carthusians who refused to swear the oath recognising the king's supremacy, few would be prepared to risk being branded as traitors in this case.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.