



## **General Certificate of Education**

# **History 1041**

## *Specification*

### **Unit HIS2B**

# **Report on the Examination**

## *2010 examination – June series*

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## *Unit HIS2B*

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

#### **General Comments**

The overall marks for this paper were slightly depressed compared to June 2009, mainly the result of the responses to the compulsory source question. Candidates were perhaps less familiar with religious policy at the end of the specification than the failings of the church in England at the start of the specification. Question 2 was very popular and attempted, in preference to Question 3, by more than 90% of the candidates. Many candidates were able to get firmly into level three for this, although, a significant number did not progress beyond due to thinking that it was a question about the divorce, rather than the break with Rome. As is always the case, candidates must answer the question asked rather than the one which they had hoped would be on the paper. It is also worth stating that the emphasis on interpretations should not be viewed as an instruction to name as many historians as possible, or to include vaguely relevant quotes. (Some historians, namely Diarmaid MacCulloch and Eammon Duffy, would be likely to sue if they read what they have been purported to say.) Whilst named historians, as opposed to the ubiquitous 'some historians', are very useful in unpacking different ways of interpreting the issues, clear analytical responses, without the confusion of semi-digested quotes, are infinitely better.

#### **Question 1**

- 01** There were some very positive answers to this question which successfully identified the similarities and differences between the sources in relation to Henry's involvement in the Act of Six Articles, placed the sources in the context of religious change in the late 1530s and offered an overarching statement. Very few candidates, although there were some, attempted to compare the sources with their own knowledge to assess their veracity/reliability. A number of candidates were also keen to test the sources for bias. There were also some unfortunate judgements meted out against the historians whose work was under scrutiny (for instance, David Loades was excoriated for being a Catholic). More worryingly, assertions were made about the reliability/sufficiency of the material based only on the titles of the books from which they were taken. There was some useful comment about revisionism and the way in which historians are re-examining the role of Henry VIII. Candidates do need to ensure that they include similarities and differences and root the evidence in their own knowledge to ensure that the marks are representative of their abilities. It is also important to focus on the issue of the question rather than the overall similarities and differences of the sources.
- 02** This was not a question about faction, although a significant number of candidates hoped that it was and wrote about it anyway. Nor was it a question about the Pilgrimage of Grace. It was a question, clearly, about religious policies and what influenced their introduction. Some candidates were very familiar with the Cromwellian policies of the dissolution, Ten Articles, Bishop's book, Bible in English and were able to demonstrate how these were reformist. The better candidates were also able to consider the significance of the Six Articles, the King's Book, the burnings of John Lambert and Anne Askew to demonstrate a conservative shift. Some offered an overarching analysis in terms of Henry's control of religion which enabled them to square the circle with the Dissolution of the Chantries and the English Litany. It may have all been about money,

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but these candidates also showed how Henry was motivated to secure the supremacy for Edward, which is, after all, implicit in the title of the module. Most candidates were able to use the sources to support their argument. Some candidates approach this answer by examining each source in turn and considering how far it supports the statement in the question. It may be that this is determined by their lack of knowledge of the particular subject and such an approach does, if well done, get them to the top of Level 2. However, it is very limiting. As with all 24 mark answers, there should be a balanced argument which is supported with evidence taken, in this case, from both own knowledge and the sources.

### **Question 2**

- 03** Candidates were well-informed about the background to the divorce. The discriminating factor was linking this to why Catherine refused to accept that her marriage was not valid, rather than why Henry wanted a divorce. To do this effectively, it was important to have accurate supporting detail. The conflicting accounts of Leviticus and Deuteronomy were well rehearsed, as was the question of the consummation, or otherwise, of Catherine's marriage to Arthur. Many candidates were familiar with the intricacies of the papal dispensation. Some candidates included material about Henry's lust for Anne Boleyn; it is possible to argue that Catherine was desperate to prevent Henry deserting her for Anne but it is difficult to suggest that this was a direct reason for her belief in the validity of her marriage. The question of Mary's legitimacy was directly linked to the validity of the marriage as it meant that, should the marriage be invalid, Mary would not succeed to the throne. A number of candidates made very valid arguments about Catherine's religious beliefs and linked all the points to this thread. Candidates should try to demonstrate judgement by showing the underpinning links as in this case, or by demonstrating, which was the most important factor in determining why Catherine refused to accept that her marriage was not valid.
- 04** There were some very good responses to this question which were able to focus on the reasons for the break with Rome and present a balanced answer as to how far the need for a male heir was the main cause of the schism. Unfortunately, a significant number of responses answered the question as if it were about the reasons for the divorce rather than the break with Rome. Clearly the two are linked. However, the break with Rome was only secured when Henry and his advisors became convinced that the Pope was unwilling to grant an annulment to the marriage with Catherine of Aragon. The better candidates were able not only to give very detailed explanations about Henry's insecurity predicated on the memory of the Wars of the Roses and the alternative claimants to the throne, but were also able to account for the stages which Henry, Cromwell and parliament went through in an attempt to put pressure on the Pope. These stages provided Henry with other benefits which re-inforced his willingness to break with Rome. Marks were given for candidates who rehearsed a range of factors from lust for Anne Boleyn to financial benefits and the legion failings of the church. However, these answers were limited by their failure to actually explain why, and how, these factors led to the break with Rome. It is really important not to treat this as a given, as many candidates were tempted to do. Equally important is to ensure that all arguments are supported by specific detail rather than written in a Mills and Boon form of romantic shorthand where Henry's relationship with Anne Boleyn is concerned. Historians (candidates were keen to refer to many historians) have posited a range of interpretations as to the main factor and these were rewarded where they were rooted in some evidence. There does seem to be agreement that the nobility would not have supported the inheritance of Henry's illegitimate son and this is why he was keen to seek a legitimate heir. The candidate who suggested that Henry actually had a surviving legitimate male heir may have sought to re-write the history of England since 1529. The ones who thought that Catherine's daughter was called Elizabeth (and there were many) were simply wrong.

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**Question 3**

- 05** Although significantly fewer candidates did this question the quality of the responses was generally good. If there was a noticeable weakness it was that candidates gave factors which were only evident after the initial invasion, such as the treaty of Greenwich, marriage to Mary and the attack on Edinburgh. Nevertheless, the problems of the Auld Alliance, James's slight to Henry by failing to meet him at York, the adherence to Rome and the volatility of the border country were well explained and generally well-supported. As with 03, candidates should attempt to link the reasons and/or demonstrate which of the reasons was the most important. In this case candidates who did prioritise tended to select the danger of the Auld Alliance, perhaps because of the focus of the (b) question. Very few candidates seemed to be familiar with Pollard's argument that Henry was seeking to extend his territorial power to Scotland in the same way in which he had extended his authority over Wales.
- 06** The quality of responses to this question was also encouraging. Few candidates shirked the demand to consider the extent to which success was limited by the lack of a clear aim. This resulted in some focussed analysis. There were a number of very good answers which presented the view that there was a clear aim related to chivalric glory and winning the support of the nobility. A number of candidates tried to argue that not only was Boulogne a clear aim but that it was a success. This is quite difficult to support. Most seemed to know about the agreement with Charles, although there were different views as to whether it was Henry or Charles who was responsible for the breakdown in the relationship and the failure of the plan to capture Paris. The key to answering 24 mark questions is to present a balanced argument. Most were able to do this. To achieve high marks there has to be detail and a depth of analysis and judgement. A number of answers did have judgement but not all were supported with detailed precise evidence.

**Mark Ranges and Award of Grades**

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