



**General Certificate of Education
January 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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

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

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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

January 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 suppression of the monasteries. (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 presents strong views against the Abbey of Glastonbury which it argues did not support the King. Source B argues that these findings were the dirty work on behalf of Cromwell (the king's first minister)
- Source A argues that the monastery was corrupt on every level – treason, heresy and lack of learning. Source B argues that the monastery was venerable and respected.

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

- Source A was written by the Commissioner who was suppressing the abbey whereas Source B was written by a historian in 1968 who wished to demonstrate that the Dissolution of the monasteries was an act of plunder by Henry VIII
- Source A was written as a defence on the action of the Commissioners. Source B is a considered analysis of a historian using a range of evidence
- Source A is a factual account of what happened. Source B presents a judgement against the action of Henry VIII – it is quite subjective and emotive.

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

- both sources refer to the wealth of Glastonbury Abbey and either directly or implicitly the greed of the King
- both sources demonstrate the violence of suppression – Source A by its description, Source B by its judgement.

In making a judgement about the degree of difference, students may conclude that the sources have some broad agreement about what happened but differ as to why it happened.

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

How important was Henry VIII's desire for wealth as a reason for the dissolution of the monasteries in the years 1536 and 1540? (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:** This identifies a number of factors: firstly, the abbot's opposition to Henry's marriage; secondly, the chalice which had been hidden and thirdly, the lack of learning amongst the monks at Glastonbury.
- **Source B:** This identifies the wealth of the monasteries, the abandonment of the smaller houses by the larger and the manipulation of the situation by Cromwell's agents.
- **Source C:** This source refers to 'naked greed' as the prime motive and the influence of Cromwell and Ministers. It also refers to the Pilgrimage of Grace.

From students' own knowledge:

Factors suggesting [*focus*] might include:

- Henry VIII had spent his father's inheritance on wars with France and was considerably poorer than his rivals
- the failure of the Amicable Grant in 1525 demonstrated Henry's difficulties in raising money through taxing his subjects
- Henry wanted to strengthen his coastal defences and invade France; he had money for neither
- the Valor Ecclesiasticus preceded Henry's attack on the Monasteries. The V.E. demonstrated the extensive wealth of the monasteries both in terms of land and movable goods
- Henry needed money to reward the nobility to gain their support for the Tudor Dynasty.

Factors suggesting [*other factors/alternative view*] might include:

- support for the monastic ideal was waning and questions were raised about the ability of the monasteries to maintain the high ascetic ideals of their founders. This view underpinned humanist questioning. Luther dismissed the *raison d'être* of the monasteries. Monasteries were being dissolved on the continent
- despite the requirement to swear the oath of loyalty to Henry VIII it was believed that the monasteries remained loyal to the Pope. The presence of the abbots in the House of Lords contributed to the continuation of the concept of two powers which challenged the imperial idea
- the money could be used to improve education. This had seemingly been the purpose of Wolsey's dissolutions in the 1520s
- it had not been Henry's intention to dissolve all the monasteries but following the opposition/support for the monasteries demonstrated by the Pilgrimage of Grace, Henry had no option but to crush all monastic institutions
- pressure from 'heretical ministers' and landowners.

Good answers are likely to/may conclude that the decision to proceed with the dissolution of the Monasteries was manipulated by Cromwell. Henry may have initially intended to purify the corrupt institutions but the extent of the wealth demonstrated by the Valor Ecclesiasticus demonstrate the potential for wealth acquisition and the opportunities that offered. The localised

response to the Pilgrimage of Grace and its defeat enabled Henry/Cromwell to continue with the dissolution.

Question 2

03 Explain why the Act in Restraint of Appeals was passed. (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 Act in Restraint of Appeals was passed.

Students might include some of the following factors:

- this was an attempt to block Catherine of Aragon's appeal to hear the divorce heard in Rome following the failure of the Blackfriars hearing
- it was carefully crafted to gain the support of Parliament by keeping money in the hands of English lawyers
- it enabled Henry to pass his own annulment of his marriage to Catherine of Aragon and therefore to marry Anne Boleyn.

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

- all attempts to achieve the annulment through the normal channels of the Pope had been thwarted. A range of legislation had been passed to put pressure on the Pope,

most notably by diverting taxes away from Rome. However, the greater pressure placed on the Pope was by the Holy Roman Emperor

- the need for a male heir. Henry needed to assert the power of the monarch over the Church.

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

- pressure being placed on Henry by Anne Boleyn, marriage and pregnancy.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Henry was determined to achieve a male heir by Anne Boleyn and with few options left open to him this was his only way.

Question 2

- 04** 'In the years 1529 to 1536, the power of Parliament greatly increased.'
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 agrees might include:

- prior to 1529 parliaments had been called infrequently to raise taxation and had mainly passed local legislation. From 1529 parliament was used to pass significant legislation which separated England from Rome
- from 1529 the King was strongest when he acted in Parliament
- Parliament gave authority to, not only, the king's supremacy but also to the succession
- Parliament acquired functions which had previously belonged to the Church.

Evidence which disagrees might include:

- Parliament still had to be called by the King
- the most significant outcome of the legislation was the Break with Rome
- the Acts passed by the reformation parliament enabled Henry to divorce Catherine and marry Anne Boleyn
- finance streams given to the king rather than Rome and could be used to make the king independent of Parliament
- Parliament was successfully manipulated by Cromwell and lacked a clear identity and will of its own
- during the 1540s, Parliament was called less frequently.

Good answers are likely to/may conclude that the importance of Parliament did increase significantly as a result of the legislation passed; significantly new roles were acquired, but it was still dependent on the King to call parliament and ministers for management. Other outcomes such as the break with Rome were much more significant.

Question 3

05 Explain why the Earl of Surrey was executed in 1547. (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 Earl of Surrey was executed in 1546.

Students might include some of the following factors:

- the Earl of Surrey had amended his heraldic design to incorporate the arms of Edward the Confessor
- the Earl of Surrey had boasted of his claim to the throne and his determination to dominate the minority of Edward VI
- the Earl of Surrey was part of the conservative grouping which opposed the more dominant reformist group in the Privy Council
- his involvement in the French campaign had been less than successful.

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

- Henry VIII had sought to remove all potential challenges to the throne from Buckingham to the Poles

- the potential for a return to Rome came from the conservative faction which would threaten the supremacy of the Tudor monarchs
- Norfolk's role in the downfall of Thomas Cromwell.

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

- Henry's imminent death
- the acquisition of the dry stamp by the reformist faction.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Surrey's action gave the reformist faction the opportunity they wanted to dominate the Privy Council which had been balanced between conservative and reformist since the removal of Cromwell in 1540.

Question 3

06 'The main aim of Henry VIII's foreign policy in the years 1541 to 1547 was to attack France.'

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 might include:

- following the dissolution of the monasteries, Henry had sufficient money to mount an attack on France and this was a continuation of his earlier foreign policy in the early years of his reign
- an agreement was achieved with the Holy Roman Empire to mount a joint attack which not only enabled the attack to take place but increased his standing in Europe
- support from the nobility for the continuation of the Tudor dynasty could be achieved through success in France. The nobility could be rewarded through grants of land and booty
- Henry could prove that he was a great King, to establish his chivalric importance and to replicate the achievements of Henry V.

Points/factors/evidence which disagree might include:

- the main aim of his foreign policy was to crush the Scots. Henry has been insulted by the treatment meted out to him by James V at York and wanted to impress on the Scots his suzerainty
- following the incorporation of Wales and Calais, it has been argued that Henry wished to incorporate Scotland into a concept of Great Britain
- Henry's main was to break the Auld Alliance which would weaken both Scotland and France. It would also weaken the influence of the Roman Catholic Church on his northern border
- Henry's main aim was to demonstrate his strength and to protect his Supremacy and that of his son from any challenge from Catholic powers.

Good answers are likely to/may conclude that Henry had a number of different but compatible aims during this period. These focused on the Royal Supremacy in England and overseas glory. Success in France would prevent England being attacked from overseas and gain the support of the nobility for Edward should Henry die before his son achieved his minority.

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