

AS

# History

Paper 2D Religious Conflict and the Church in England, c1529–c1547  
Additional Specimen Mark scheme

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Version/Stage: Stage 0.1

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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](http://aqa.org.uk)

## AS History Paper 2 Specimen Mark Scheme

### 2D Religious Conflict and the Church in England, c1529–c1547

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, which of the two sources is more valuable in explaining the role of the Catholic Church in people's lives? | <b>[25 marks]</b> |
|----------|----------|--|-------------------|

*Target: AO2*

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

#### Generic Mark Scheme

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|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | Answers will provide a range of relevant of 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. | <b>16-20</b> |
| <b>L3:</b> | 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.  | <b>11-15</b> |
| <b>L2:</b> | The answer will be partial. There may be <b>either</b> some relevant comments on the value of one source in relation to the issue identified in the question <b>or</b> 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.  | <b>6-10</b>  |
| <b>L1:</b> | The answer will <b>either</b> describe source content <b>or</b> 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.                                       | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

## 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

- Written in hindsight by someone who remembers what the Church was like before the Reformation.
- The tone is respectful of the activities of the Church reflecting Catholic beliefs, e.g. 'Blessed Sacrament'. Use of Liturgical terms in connection with events – saints days were later curtailed.
- Tone is positive with reference to events which were community based and community cohesion is stressed.

### Content and argument

- Martyn gives a detailed description of what the liturgical year was like with key points from Corpus Christi through to the end of summer. The detail explains how the Church was involved in key aspects of the life of the parish, for example the action at Rogationtide, praying for rain and fine weather at the apposite time. The support for the respectable poor suggests that whilst the Church and the laity were inclusive, it was within limits. The source emphasises the religious paradigm of the sixteenth century.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- reference to the liturgical year
- doctrine such as transubstantiation and the centrality of the Mass
- the role of the priest
- reference to anti-clericalism and criticism of the Church and the clergy.

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

**Provenance and tone**

- Fish was writing a polemic addressed to the King, criticising the Church, to justify an alternative thesis.
- It was written in 1528 immediately before the Reformation parliament.
- The tone is very critical, ‘ravenous’, ‘devouring’.
- The use of rhetoric engages the views of the reader to support the criticisms being made.

**Content and argument**

- The argument is that the Church and its priests are rapacious – significant supporting detail is given about the extent of greed but much of this is assertion.
- The ultimate accusation is that the Church undermines the power, authority and finances of the King himself.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- reference to anti-clericalism – e.g. the growth of printing and the circulation of sources critical of the Church
- Henry VIII’s need to find evidence to support his criticisms of the Church
- pluralism, tithes, nepotism, clerical immunity for civil justice; the Richard Hunne case.

In arriving at a judgement as to the relative value of each source, students may conclude that both sources are subjective and selective in the views of the Church presented. However, Martyn is writing with hindsight whereas Source B is seeking from the outset to present a particular view of priests to shape opinion. Roger Martyn is ostensibly giving a description whereas Fish is presenting an argument. Both sources reflect different views of the Church and are determined by the religious perspective of the person who wrote them. Both have validity and are useful in presenting a rounded view of the Church by 1529.

Any supported argument as to relative value should be fully rewarded.

**Section B**

**0 2** 'The most important cause of the Pilgrimage of Grace was the dissolution of the monasteries.'

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**

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**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 supporting the view that the most important cause of the Pilgrimage of Grace was the dissolution of the monasteries, might include:**

- the dissolution of the smaller monasteries was the trigger causal factor
- Robert Aske specifically noted the importance of the social and economic benefits of the monasteries in his examination
- the rebels clearly stated in their demands that they wanted the monasteries restored. Henry VIII acknowledged the significance of the dissolution in his initial response to Robert Aske.

**Arguments challenging the view that the most important cause of the Pilgrimage of Grace was the dissolution of the monasteries, might include:**

- the Pilgrimage of Grace was also caused by difficult economic conditions experienced by both the gentry and the commons. The gentry were suffering from increased taxation linked to the Statute of Uses whereas the commons were experiencing rising rents/prices and enclosure
- political causes have been identified for the rebellion in that Lords Darcy and Hussey were members of the Aragonese faction who had been displaced at court by the supporters of Thomas Cromwell
- the removal of Cromwell was a key demand of the rebels. Political causes can also be linked to the response of the gentry
- the Lincolnshire gentry justified their involvement in terms of their responsibility to maintain law and order.

It is difficult to state which was the most important cause. Reward any supported argument. The unifying reason for the different groups appears to have been perceived attacks on the Church.

**0 3** 'Factional rivalry in the years 1545-47 was a consequence of different religious views.'

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**



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### 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 supporting the view that factional rivalry was a consequence of different religious views, might include:**

- Factional Rivalry in the years 1545–1547 can be seen as a consequence of different religious views. It is possible to identify two discrete groups within the court: the reformist evangelical group headed by the Seymours, Cranmer and Catherine Parr and the Conservative/Catholic group represented by the Duke of Norfolk and Gardiner
- there was certainly manoeuvring for position in terms of who would dominate in the minority of Edward.

**Arguments challenging the view that factional rivalry was a consequence of different religious views, might include:**

- the competing groups were also divided on issues of personal preferment. To some degree this was evident in the extravagant claims made by the Earl of Surrey. The division were recognised by Henry VIII in his plans for government by a balanced Privy Council during the minority
- the divisions were also about power. This was the power of individuals but also Henry's attempt to maintain his own power
- it is possible to argue that the factional dispute in the final years of Henry VIII's reign was a consequence of the workings of the Privy Council. This could be used to develop the argument that the rivalry was only evident in the final years when Henry VIII became increasingly limited in his active involvement in government and the Privy Councillors gained greater influence – the use of the Dry Stamp could be evidence here.

Overall it could be argued that whilst it is possible to see the factions dividing on religious affiliations pertinent to Henry's reign, the main issue which divided the factions was what form the Church would take in the reign of Edward.