

---

# AS HISTORY

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

---

**Mark scheme**

---

---

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, c1529–1547

#### Section A

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why the monasteries were dissolved between 1536 and 1540? | <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

- |            |  |              |
|------------|--|--------------|
| <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

- it is a contemporary account and an official report. Students may, however, deploy knowledge to suggest that such visitations were not wholly objective and existed for a purpose
- the tone is one of ridicule. This is intended to convince the reader that the monasteries were not only corrupt but the deceptions were ludicrous.

### Content and argument

- the report highlights evidence of ritual and customs. Students may point out that it were such ritual and customs which were under attack by those seeking to reform the Church, although they had some support amongst the common people
- the report highlights corruption and worldliness; such criticisms were used to attack the Church in the period.

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

- to suggest that such visits were not wholly objective and existed for a purpose even if they were 'official documents'
- the degree to which such abuses existed to the extent suggested
- the importance and role played by relics in the pre-Reformation Church

---

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

**Provenance and tone**

- it is a contemporary account and an official report. Students may, however, deploy knowledge to suggest that such visitations were not wholly objective and existed for a purpose
- the tone is sympathetic, measured and considered.

**Content and argument**

- students may deploy own knowledge to suggest that given the purpose of the Visitations, this source provides some evidence that the monasteries were not dissolved because they were corrupt
- there is evidence of catholic practice which may be a reason for the dissolution.

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

- the extent to which such monasteries might be seen as representative
- the reference to ceremonies and their importance even after the break with Rome
- the extent to which abbots were receptive to Royal Supremacy as suggested here.

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) the fact that there are two very different accounts with some monasteries functioning well, suggests that the reasons for the dissolution went beyond claims that they were corrupt institutions. The contrast may suggest that the visitations were more objective than some believe or that the reports were dependent on the visitors and their beliefs. Both are of value and any supported argument as to relative value should be fully rewarded.

**Section B**

**0 2** 'The need to reform the Church in England was the main reason for the break with Rome.'

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**

---

**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 may provide the following points to support the proposition:**

- there was widespread anti-clericalism caused by the wealth and power of the Church which suggested that it needed reform
- there was some Protestant influence developing at Court as the Boleyn faction became more powerful.

**Students may also provide the following information to suggest that other factors were important:**

- the King's need for the annulment of the marriage to Catherine
- the increasingly urgent need to secure the succession and establish a male heir.

Students may conclude that without the break with Rome, Thomas Cranmer would not have the authority to annul the marriage of Henry VIII and Catherine and officiate at the marriage of Henry and Anne Boleyn.

The reform of the Church which had begun with the Supplication of the Ordinaries, the Restraint of Appeals was intended to bring about, not only the opportunity for the annulment but to purify the Church and to increase further the authority of the King. The reform of the Church and the break with Rome were the same thing.

**0 3** 'The years between 1541 and 1547 saw a return to conservative religious policies.'

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**



---

**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 may refer to the following to support the proposition:**

- the King's Book was doctrinally more conservative; for example, masses for the dead was emphasised, as was transubstantiation
- the reading of the Bible was restricted to those of the ranks above gentleman
- the Duke of Norfolk was influential in the Privy Council
- there was consistently pursuit, and execution, of heretics such as Anne Askew.

**Students may also refer to the following to dispute the proposition:**

- there was further revision of liturgy including the English Litany and the King's Primer
- the support given to both Cranmer and Catherine Parr suggests that Henry was not prepared to move back to a more overt catholic policy
- both Cranmer and Parr provided influence at court against a conservative religious policy. This was further reinforced with the increasing influence of Seymour and Paget
- although Henry was prepared to pay for masses to be said for his soul at his death, he was also prepared to support the Act for the Dissolution of the Chantries.

