

A-LEVEL

# History

Paper 2D Religious Conflict and the Church in England, c1529–c1570  
Additional Specimen Mark scheme

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Version: 1.0

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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.

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## A-level History Paper 2 Specimen Mark Scheme

### 2D Religious Conflict and the Church in England, c1529–c1570

#### Section A

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Western Rebellion. | <b>[30 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> | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context.   | <b>25-30</b> |
| <b>L4:</b> | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context.   | <b>19-24</b> |
| <b>L3:</b> | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | <b>13-18</b> |
| <b>L2:</b> | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context.  | <b>7-12</b>  |
| <b>L1:</b> | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context.   | <b>1-6</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 respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

**Source A: In assessing the value of this source, students may refer to the following:**

### Provenance

- This is an extract from the actual demands of the Western Rebels written at the time of the rebellion.
- The demands were written by the literate leaders of the rebellion who were mainly clergy and therefore overstate the religious demands.

### Content and argument

- The demands focus on the desire to return to religious liturgy, doctrine and structure as had existed before the death of Henry VIII.
- There is clear evidence of the dislike of centrally (English) intervention in Cornwall, particularly with reference to the language.
- There were also concerns about the ownership of property – a common theme is the concern of lay acquisition of former monastic property and the exploitation for profit.

### Tone and Emphasis

- The tone is very emphatic e.g. 'we will'.
- The emphasis is very much on religious issues.
- The emphasis looks back to the reign of Henry VIII, emphasising that things were better in the past.

**Source B: In assessing the value of this source, students may refer to the following:**

### Provenance

- This is a directive from the Privy Council in London – a reaction to information which has been reported back from Devon.
- It was written at the time of the rebellion to those responsible for maintaining authority in the area.

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**Content and argument**

- The instructions to the justices of the peace make it clear that they are responsible for bringing the rebellion to an end peacefully.
- The instructions make it clear that the religious changes which the rebels demand be reversed have been established by law with the consent of Parliament and cannot be changed.
- There is recognition that the situation is serious because of the arrival of the Lord Privy Seal, the Earl of Bedford, who will bring a military force.

**Tone and Emphasis**

- The tone is emphatic in terms of the instructions being given, e.g. 'we require you', 'make it clear to'.
- There is a sense of desperation in the call to patriotism and the impact of the rebellion on the prosecution of the wars.
- There is a real concern about the potential for the rebellion to develop further – 'assuage the rebels'; 'try to mitigate'; 'whatever means'.
- There is a sense of panic conveyed by the recourse to exhortation. Conciliar authority has been severely undermined if not destroyed.

**Source C: In assessing the value of this source, students may refer to the following:**

**Provenance**

- The author published under a false name suggesting that he had detailed knowledge of the events and may have feared reprisals if his true identity was known.
- It was written at the time of the rebellion by someone from Devon.

**Content and argument**

- The argument ridicules popery as a thing of the past and is very Protestant in its views; the views of the future.
- It refers to the secular and political challenge to the King who is seen to be promoting God's word.
- It blames the rebels for their own predicament; rebellion would lead to further hardship.

**Tone and Emphasis**

- Much use is made of rhetoric.
- The author seeks to ridicule the actions of the rebels.
- The author posits a different religious perspective and outlook to that of the rebels.

**Section B**

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>2</b> | How important were alleged abuses of the clergy in gaining support amongst the laity, by 1529, for religious change? | <b>[25 marks]</b> |
|----------|----------|--|-------------------|

*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**

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|------------|---|--------------|
| <b>L5:</b> | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.  | <b>21-25</b> |
| <b>L4:</b> | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.   | <b>16-20</b> |
| <b>L3:</b> | 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.   | <b>11-15</b> |
| <b>L2:</b> | The answer is 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <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.**

**Arguments in support of the proposition:**

- the criticisms of the Church were important in shaping attitudes of the laity to the behaviour of the clergy who were portrayed as being greedy and lazy – printed material in circulation and read by the laity made much of the failings of clergy at all levels, especially in the context of pluralism and non residence
- the criticisms had a particular importance to the increasingly literate laity, gentry and middling sort who expected that their clergy should represent a religious ideal. This can be seen in the support given to the Carthusians and demand for legislation to curb the power of the clergy
- the criticisms were important in the widespread criticisms made of Wolsey, the King's first minister and Legatus a Latere. The criticism of pluralism and greed and sexual license reflected not only on Wolsey, but on the monarch.

**Arguments that challenge the proposition:**

- the criticisms were very often little more than grumbles by the laity in parishes. The importance of the Church in shaping the lives and beliefs of the laity was more significant than the behaviour of a small number of higher clergy
- more important were the new religious ideas which were developing alongside the spread of literacy amongst the laity
- Lollardy was limited but Protestant ideas were beginning to spread
- humanism was very important at court and the demand for the purification of religious belief and practices reflected the criticisms of the clergy.

In themselves the criticisms of the Church may have led to pressures for reform from the laity. They took on an increasing importance when they became linked to a political issue such as the case of Richard Hunne, the behaviour of Wolsey and the need to pressure the Pope to gain an annulment.

**0 3** 'The changes to the Church between 1536 and 1547 were motivated by the need to protect England from invasion.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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

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### Arguments in support of the proposition:

- the consequence of breaking with Rome was to generate the demand from the Pope for joint action by Francis I and Charles V. The need to protect defences was one reason for the dissolution of the monasteries
- the Bishop's Book and the Act of Ten Articles have been seen as an overture to the Schmalkaldic League to gain support against Charles V – the marriage to Anne of Cleves is also part of this policy. It was hoped that such an alliance would work to deter Charles V from mounting an invasion of England
- The Act of Six Articles and the King's Book, has been seen as a response to the Treaty of Nice and the need to demonstrate to the Catholic powers that the doctrine of the Church of England was essentially Catholic. This Henry hoped would prevent a crusade initiated by the Pope.

### Arguments that challenge the proposition:

- it is possible to see religious policy as internally coherent – as the policy of Henry VIII to establish the Church in England as essentially Catholic in doctrine, to re-establish the Catholic Church in England which had existed before the conversion to Rome. This was the King's Reformation
- religious policy can also be seen to be the result of the influence of Cromwell, the conservative and reformist factions in turn. Each influencing the King to favour either more evangelical or conservative policies – for example the publication of the Bible in English/ the restriction of reading of the Bible.

Religious policy can only be seen fully as a consequence of foreign affairs if it is seen to be reactive to external challenge. The changes in religion between 1536 and 1547 were the consequence of a range of different factors both domestic concerns and as a result of concerns about the potential for action taken by the Pope and Catholic powers to restore England to Christendom. The unifying theme was the need to protect the Royal Supremacy.

**0 4** 'A compromise which suited neither the clergy nor the laity.'

Assess the validity of this view of the Elizabethan Church Settlement in the years 1559 to 1570.

**[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

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- 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

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### Arguments in support of the proposition:

- the Elizabethan Church Settlement can be seen as a compromise; it was neither the Catholic settlement of Mary Tudor, nor the extreme Protestant Church established by Edward's death and therefore seen by Catholics and Protestants as a compromise
- the Vestarian Controversy demonstrated that those clergy who had hoped that the Church Settlement was the first stage in the establishment of a truly Protestant Church were mistaken. Such clergy were not satisfied by the compromise
- Pro Catholic Bishops resigned rather than accept any compromise
- the Act of Uniformity and the Visitations where properly applied, did not enable those of the laity, or the minor clergy who held extreme views, either Protestant or Catholic to survive
- the 1559 Injunctions required conformity to a religious settlement which was not acceptable to Catholics or to many Protestants.

### Arguments that challenge the proposition:

- the Settlement had an internal coherence and validity, for Elizabeth in particular
- the book of Common Prayer included a composite of the wording at the distribution of the Eucharist which allowed those of the laity who wished to maintain their Catholic beliefs to do so and those who wished to believe that the Eucharist was a memorial to do so. This enabled many priests who had supported the Marian reforms to remain in post during the early years of Elizabeth. It also enabled Catholics to attend church
- however, the policy of moderation enabled the majority of both the laity and clergy to remain within the Church. There were clear examples of non-conformity being harshly dealt with, but there is also sufficient evidence, particularly from areas distant from London, of old practices and beliefs surviving
- 1570 represents a turning point in attitude to Catholicism. The Northern Rebellion and the excommunication of Elizabeth meant a move away from a policy of moderation and compromise.

Clearly, the Settlement was only reluctantly accepted by the more devoted/extreme Protestants and Catholics, but the retention of both Protestant and Catholic elements in the Settlement did much to reconcile the majority to it and avoid serious religious division as happened on the continent.