



**General Certificate of Education
January 2011**

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 candidates' 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 candidates' 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 candidates' 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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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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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 2011

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.

How far do the views in **Source B** differ from those in **Source A** in relation to Thomas Cromwell?
(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 candidates 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.

Candidates will need to identify differences between the views of the two sources. For example:

- Source A states that Cromwell was not a heretic whereas Source B states that his evangelical commitment was a serious liability
- Source A implies that Cromwell's fall was a result of the Cleves marriage. Source B states that it was not a straight forward consequence of the Cleves marriage
- Source A suggests that Cromwell's fall was the result of the actions of his enemies. Source B suggests that Cromwell's downfall was the result of a decision taken by Henry VII.

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

- the failure of the Cleves marriage – Anne’s lack of appeal for Henry
- Henry’s fear that the Church in England was moving too far from Catholicism (10 articles- 6 Articles / Bishops’ Book – King’s Book)
- The apparent conflict between Cromwell and the Duke of Norfolk.

To address ‘how far’, candidates should also indicate some similarity between the sources. For example:

- the evident unpopularity of Cromwell in court circles
- the importance of Cromwell in the reform which took place in the 1530s.

In making a judgement about the degree of difference, candidates may conclude that there is significant agreement between the two sources in terms of Cromwell’s importance in government and that this importance generated dislike, even hatred. But they disagree about who was ultimately responsible for his downfall and the specifics of why he was removed.

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

How far did the changes made to the government of Henry VIII in the years 1533 to 1540 strengthen royal authority? (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 candidates 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.

Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** Elton describes what was achieved as one of the 'few successful revolutions in English History'. He details the creation of an 'independent state' and refers to the extension of the 'king's power' and 'legal authority'.
- **Source B:** Wooding refers to the cause of reform and considers the increase in the power of the King. However, the emphasis on Henry may suggest that the importance relates to the powers of Henry in government.
- **Source C:** Lockyer and O'Sullivan refer to very specific legislation which includes the abolition of franchises and the re-organisation of royal finances which strengthened royal authority.

From candidates' own knowledge:

Factors suggesting increase in royal authority might include:

- the removal of sanctuaries and the abolition of franchises enabled the laws of King and Parliament to pertain throughout England. This reduced the potential power of the nobility
- parliamentary representation was extended to Wales and Calais as was royal sovereignty. This had a significance in constitutional terms
- in theory the King had sufficient money and finance streams to enable him not to call Parliament for taxes
- the extension to the King's temporal authority mirrored his spiritual authority – he was effectively Emperor of an independent state.

Factors suggesting that royal authority was not strengthened might include:

- the structure to establish secure finances was very ad hoc and really set up to manage the windfall of the dissolution. The structures were very short terms and rapidly reviewed and changed
- the authority gained by the King was personal to him. (There may be reference to the longer term – for example later reigns but this should not be expected)
- the changes to religious structures were far more important than the changes to government. The key to the Royal Supremacy was the break with Rome through Act of Parliament not the extension of representation to Wales
- Calais was later lost, the powers of the nobility were not noticeably changed by this, the legislation incorporating Wales did not make a significant difference in operational terms.

Good answers are likely to/may conclude that the changes which occurred were of constitutional and symbolic significance. The major changes to operational government and the power of the King had already been achieved through earlier legislation. The Elton thesis may be referred to in terms of Revolution in government with the contrary arguments of historians such as Starkey and Coleman which suggest that the changes were not revolutionary.

- Acceptable to argue that Henry's royal authority was strengthened by changes to the Church.
- Acceptable to argue that Henry's personal power was increased rather than royal authority.

Question 2

03 Explain why there was criticism of the clergy around 1529. (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 candidates 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 laity were critical of the clergy in 1529.

Candidates might include some of the following factors:

- concern about mortuary fees was raised, linked to the Richard Hunne case, at the first meeting of the parliament called in 1529
- literature such as that written by Tyndale, William Melton and Fish, (*Supplication of the Beggars, 1529*) was available to be read due to the growth of literacy and the printing press
- Humanism, which was wide-spread, was based on purifying religion and those who practised it
- the calling of Parliament which presented a forum in which to discuss the failings of the clergy.

OR Candidates may refer to some of the following intermediate and long-term factors:

- tithes – the collection of 10% of an individuals produce
- the behaviour of some of the clergy in sexual immorality and greed
- specific outrage about the behaviour of Cardinal Wolsey
- abuses of the church such as simony and pluralism
- the sale of indulgences ostensibly to reduce the time an individual spent in purgatory, but also increased the wealth of the Church of Rome.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might consider how the spread of 'heretical literature' and concern about the Hunne case was related was related to deep-seated concerns about the behaviour of the clergy.

- Accept criticism of marks.
- Reward challenges to the question.
- Changes in ideology acceptable – Luther's criticism of the role of the clergy.

Question 2

- 04** 'The motives behind the Acts passed by the Reformation Parliament in the years 1529 to 1535 had nothing to do with the reform of religion.'
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 candidates 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.

Candidates should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- most of the Acts passed by the Reformation Parliament were either to place pressure on the Pope or to establish the Royal Supremacy. The main motivation for these was to secure the annulment of Henry and Catherine's marriage to enable Henry to secure a male heir. (*Act in Restraint of Appeals 1533, Act of Succession 1534, Act of Supremacy 1534*)
- Henry was also motivated by the desire to establish an Empire with himself as Emperor (*Confirmation of the supreme legal authority be vested in the King, 1534*)
- Henry also wished to increase his income following the failure of the Amicable Grant (*Act forbidding payment of Peter's pence, 1534*)
- Henry VIII wanted control of the Church but was unwilling to make significant changes to catholic doctrine.

Evidence which disagree(s) might include:

- the legislation which broke with Rome and, de-facto established the Church of England, was by its very nature religious as it gave authority of spiritual matters to Henry, the temporal power
- support for the legislation from the House of Commons was predicated on a desire to limit the powers of the clergy – much of this was related to the excesses of Wolsey. Parliament wished to pass an Act of Attainder against Wolsey and the passing of four separate acts which limited the power of the clergy. This was predicated on a belief that religious practices should be purified.

Good answers are likely to/may conclude that, whilst the legislation has used to secure the divorce through attacking the papacy, it would have gained very little support had it not been for the significant anti-clericalism in the House of Commons.

Question 3

05 Explain why Henry VIII married Catherine Howard in 1541. (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 candidates 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 Henry married Catherine Howard.

Candidates might include some of the following factors:

- Catherine was young, attractive and witty – the antithesis of Anne of Cleves
- Catherine could provide a much needed second son
- whilst not a princess, Catherine was from the English nobility
- the fall of Thomas Cromwell had allowed the Duke of Norfolk greater influence at court.

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

- Henry favoured a more conservative approach to religion, an approach shared by the supporters of the Duke of Norfolk
- traditionally, the group with the predominant influence on Henry were well placed to present a potential bride of Henry as had been shown with Anne Boleyn, Jane Seymour and, to a lesser extent, Anne of Cleves

- the foreign situation meant that it was unlikely that Henry would find a bride amongst foreign princesses.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might to a large extent Henry's choice of bride was his own, but he could be influenced by those around him. Whilst Catherine was presented by the Howard faction it was her youth and attractive ways which were what attracted Henry.

Question 3

- 06** 'The years 1541 to 1547 were dominated by the need to secure succession.'
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 candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that the last years of Henry's reign were dominated by the need to secure the succession.

Points/factors/evidence which agree(s) might include:

- Henry VIII's policies were an attempt to balance out the different interest groups to ensure the continuation of the Royal Supremacy during the minority of Edward. This was manifest in his decision not to have a protector but have the power vested in the new king but guided by Privy Council
- although himself a Catholic, Henry VIII was prepared to give greater influence to those who favoured radical religious policies because they would not return England to Rome
- Henry VIII was very swift to accuse the Earl of Surrey and the Duke of Norfolk with treason when the former seemed to claim his right to succeed
- it is possible that the attack on France was to minimise challenge from abroad and to gain the support of the HRE for the young king
- Henry's increasing incapacity meant that his mobility was restricted and the reformist privy councillors were able to use their position to undermine the conservative group.

Points/factors/evidence which disagree(s) might include:

- the main focus of the period was not domestic affairs but foreign affairs with military involvement in France and Scotland. This was as much about a return to an ambitious foreign policy as it was about security for the succession. This in turn meant that the last years were dominated by financial problems
- traditionally this has been seen as a period dominated by faction
- attempts by conservative politicians to undermine the influence of Cranmer and Catherine Parr. Prebendaries' plot and the accusation of heresy
- suggestions that Henry's will was changed infer that different interest groups were seeking to position themselves for the minority of Edward
- additionally the period has been viewed as one of Henry VIII's increasing incapacity which meant that his mobility was restricted and that he lost control of government which culminated in the use of the Dry Stamp and the altering of the will.

Good answers are likely to/may conclude that, for Henry the succession of Edward as a minor was of increasing concern to him, nevertheless at the start of the period Henry was triumphant following the problems of the 1530s and sought to re-assert his place in Europe. As time went on, Henry sought to protect the succession and his courtiers sought to ensure their own place within the powerful privy council.