



# **General Certificate of Education**

## **AS History**

### **Unit 2: HIS2B**

#### **The Church in England: the Struggle for Supremacy, 1529–1547**

## **Specimen Mark Scheme**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 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)**

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**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

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## Specimen Mark Scheme

### GCE AS History Unit 2: Historical Issues: Periods of Change

#### HIS2B: The Church in England: The Struggle for Supremacy, 1529–1547

#### Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

How far do the views in **Source A** differ from the views in **Source B** in relation to corruption in the Catholic Church in England before the Reformation? (12 marks)

*Target: AO2(a)*

- 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. **0-2**
- 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

Candidates will see clear differences between the two sources in their views about the nature and extent of corruption in the Church before the Reformation. In Source A there is reference to financial corruption – ‘excessive fees’ – whereas Source B entrusts the Church to safeguard money left in the will – ‘I leave my best goods’. In Source A there is evidence that parish priests are poorly trained with ‘little learning’ while the will in Source B is confident the priest will ‘pray for my soul’.

Candidates will need to explore the context of these two views. Source A was chronicled by Edward Hall, a reformist lawyer in London, who was informed about the criticisms of the Catholic Church spreading from the continent. Source B is from the will of a Lincolnshire man who appears committed to his Catholic doctrine, referring to ‘Corpus Christi day’ and providing charity for the bellringers.

- (b) Use **Sources A, B and C** and your own knowledge.

How far had the Catholic Church retained the support of the English people on the eve of the Reformation?

(24 marks)

*Target: AO1(b), AO2(a), AO2(b)*

- 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. **0-6**
- 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

Candidates are required to demonstrate awareness of the debate about the state of the Church before the Reformation with particular focus on the levels of public support.

One view is that the Church was unpopular and disliked by the ordinary people and the political nation. There is evidence for this in Source A, where complaints against the Church are listed in detail, including 'excessive fees', 'non-resident' and 'no spiritual preaching or instruction'. This can be developed with reference to other complaints against the church, such as nepotism and simony, overdue reform of certain religious houses, abuse of relics, greedy demands for tithes, and notable churchmen, e.g. Wolsey, who embodied these criticisms.

An alternative view is that the Church was large and powerful; there were some grounds for complaint, however most senior clergy and priests did their jobs well and the institution was broadly popular. There is evidence in Source B of support for the Church in the will 'my priest to pray for my soul' and 'light candles before the image'. This is broadly in line with Haigh's argument in Source C that "English people had not turned against their Church". Some students may well point out the limitations of the evidence in wills, and that wills formed the basis of Haigh's analysis.

## Question 2

- (a) Explain why a series of Acts changing the position of the clergy was passed in the years 1529 to 1534. (12 marks)

*Target: AO1(a), AO1(b)*

- 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. **0-2**
- 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

The English clergy were important to the King, for they could make or break his plans: they could persuade the Pope to grant the annulment or they might resist it. Either way, Henry wanted to be sure he was dominant over his clergymen.

- 1529: end to Benefit of Clergy – clergy accused of serious crimes were to be tried in the King's courts
- Charges of Praemunire and the pardon – warned clergy not to serve two masters, and fined them for having done so in the past
- 1532 Act in Restraint of Annates and Submission of the Clergy – extended the King's financial and legal authority over the church
- 1533 Act in Restraint of Appeals – ended legal appeals to Rome
- 1534 Act of Supremacy – recognised the King as Head of the Church with control over property, appointments, doctrine and beliefs

- (b) 'Henry VIII broke from Rome because he wanted to increase his personal power.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- 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. **0-6**
- 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

Historians do not know when Henry took the difficult decision to break from Rome although most accept Cromwell as the key instigator when it was eventually taken in 1532. The King was a committed Catholic who had defended the Pope in 1521, and he received conservative advice from men like More and Norfolk. These factors help to explain why he pursued so many policies, such as seeking support from leading European universities in his attempt to secure his annulment. It seems he was reluctant to take this decision for fear of the uncertain consequences, hence the Treasons Act 1534.

Candidates should demonstrate knowledge or a range of reasons for the break from Rome, including the King's desire for various increased powers, e.g. spiritual, legal, financial.

- The King's personal power – he wanted to reclaim the spiritual power and leadership held by legal and historical precedents outlined in 'Collectanea satis copiosa', to have access to Church revenues, land and property, and over Church appointments
- The King's love for Anne Boleyn and need to secure the succession.



- Cromwell drove the break from Rome rather than the King – this might be because he had his own agenda to introduce reformist doctrines and practices, or because he wanted to increase the power and role of Parliament, or because he too wanted to increase his personal power and wealth
- The appointment of Cranmer as Archbishop of Canterbury prepared the ground for the break from Rome
- Popular demand for the break was irresistible – the Catholic Church in England was corrupt and unpopular – although candidates might limit the geographic extent of this anticlericalism

### Question 3

- (a) Explain why Cromwell dissolved the monasteries and convents in the years 1535 to 1539. (12 marks)

*Target: AO1(a), AO1(b)*

- 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. **0-2**
- 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

It seems that there was no long-term plan for the dissolution of the monasteries and convents (i.e. all religious houses) – instead Henry VIII and Cromwell agreed to act and carried it out from the summer of 1535; although the Act in Restraint of Appeals 1533 did enable the king to increase his revenue by taking over Church lands.

- 1535 Valor Ecclesiasticus – assessment of Church wealth to be carried out by Cromwell's inspectors during visitations
- 1536: first Act of Dissolution of the Monasteries – property of smaller religious houses (under £200 per annum) transferred to the Crown
- 1537: 'voluntary' surrender of the larger monasteries
- 1539: second Act of Dissolution of the Monasteries – property of houses now transferred to the Crown

Candidates might provide an overview of the process by explaining that the religious houses were first brought under government control and then closed down.

- (b) 'The Pilgrimage of Grace in 1536 was a popular rebellion against religious change.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- 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. **0-6**
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- 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

The Pilgrimage of Grace was the most significant uprising in a major series of rebellions that broke out in the north of England during 1536–1537. It followed on from the Lincolnshire Rising, though historians debate how connected the two uprising were. The Pilgrimage was led by Robert Aske with the support of several leading noblemen, including Lord Dacre and Lord Darcy, the Earl of Northumberland and the Duke of Norfolk; so making this rebellion a very serious challenge to the King's authority. The Pilgrims' demands were laid out in two key documents – The York Articles, also known as The Five Wounds of Christ, sent by Aske to the mayor of York on October 15 1536 and The Pontefract Article, drawn up on December 2-4, 1536. These demands give clear insight into the causes of the rebellion.

Candidates should demonstrate knowledge of a range of causes of the Pilgrimage of Grace and understanding that the causes, including opposition to the religious changes, were diverse.

- Opposition to religious changes varied: Aske's "greatest cause" was opposition to the dissolution of the monasteries and its destructive impact on the spiritual and secular welfare of the north. Others joined to defend the 'Old Faith' against new heresies
- Others joined to protest about a range of social and economic issues: e.g. for wealthy landowners – opposition to tax: the Statute of Uses; for the less wealthy – agrarian issues following poor harvests in 1536 and 1537, i.e. enclosures, tax on sheep and cattle
- Political causes were also important to some men. Many of the gentry disliked Cromwell's greed and interference, so he became the "evil genius" behind it all. Several of the leaders were closely associated with the Aragonese faction at court
- The King's authority in the north was weak, allowing the rebellions to spread out of control