

A-LEVEL HISTORY

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

Mark scheme

1041
June 2014

Version 1.0:Final

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

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

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

June 2014

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.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the Act of Six Articles. **[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 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 levels scheme.

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

- the view in Source A is that the Act of Six Articles was unambiguously orthodox whereas Source B argues that the Articles were not straightforwardly traditional
- Source A believes that the articles were enforced with punishment whereas Source B does not believe that there was a wave of persecution

- the view of Source B is that the Six Articles were intended to define the doctrine of the Church in England whereas Source A suggests that the audience was also the heads of state in Europe.

Students might, for example, refer to:

- the legislation has been interpreted differently due to the fact that the Articles are not a comprehensive statement of doctrine/canon law
- the different explanations reflect who was seen to be responsible for the legislation. Source A suggests that Henry was responsible but there is also the view that the Six Articles were drawn up by a wider group of people.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both interpret the Third Article which restricted clerical marriage as being distressful to Thomas Cranmer who was secretly married
- both sources are of the view that the separation of the Church in England from Rome and the denial of the authority of the Pope required the Church in England to state its beliefs.

In making a judgement about the degree of difference, students may conclude that whilst there are differences, there is an underlying similarity about the thrust of the article.

Question 1

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

How important were Henry VIII's own religious beliefs in influencing religious policy in the years 1536 to 1541? **[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 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 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** argues that the main motive of religious laws was to prevent heresy. It indicates that the pope had requested a crusade against England and that France and the Empire were hostile to England.
- **Source B** argues that the main motivation for the Six Articles was Henry’s own belief and an attempt to prevent diversity.
- **Source C** argues that Henry wanted to remove the influence of the pope but at the same time achieve the balance of preventing an invasion by the joint forces of Catholic rulers. Henry clearly did not want to antagonise the pope and used the Six Articles to impress his commitment to catholic tradition. Source C also suggests that his religious views were tempered by the need to utilise the wealth of the Church – the example given is by the Dissolution of the Monasteries.

From students’ own knowledge:

Factors supporting the statement might include:

- Henry considered himself to be capable of theological insight – this had been evident in his stance against Martin Luther for which he had been awarded the Defender of the Faith, his Humanist dialogue with More and Erasmus and his arguments using Deuteronomy and Leviticus in the Great Matter
- Henry demonstrated time and again that he would defend the belief in transubstantiation. The importance of this central belief was clearly articulated in all his pronouncements.

Other factors might include:

- the Act of Six Articles was passed following the Truce of Nice which, had it continued, would have allowed Francis I and Charles V to join forces to carry out the pope’s request for a crusade to return the Church in England to Rome
- the ambiguous treatment of heresy – attacks/burnings in 1539 have been interpreted as an attempt to gain support from the Schmalkaldic League against Charles V
- Cranmer and Cromwell were keen to use the break with Rome to reform the Church in England to become more protestant. They had some success with the Ten Articles, the Bishops’ Book and the English Bible
- the Church was very wealthy and attacks on the monasteries were not only an attack on papal power and superstition but also a means to enrich the Crown

- there were those with vested interests and influence – the merchants and the nobility who pressed for religious change for personal ideological reasons or to gain more power/wealth/influence.

Good answers are likely to/may conclude that there was a range of different influences on religious change between 1536 and 1541 but ultimately the main influence was Henry VIII's religious beliefs.

Question 2**03** Explain why Thomas More was executed.**[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 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 might include some of the following factors:

- Thomas More was executed because he would not swear the Oath of Succession
- More was 'tricked' into challenging the Royal Supremacy by Riche who was working for Cromwell
- failure to swear the Oath of Succession carried the death penalty for treason; a mechanism used to ensure that everyone complied with Henry's actions in making himself head of the church in England.

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

- More had been very close to Henry as a fellow Humanist and had been appointed by him as Lord Chancellor. More's high profile meant that his refusal to sign challenged Henry's authority

- Thomas More was committed to the authority of Rome although he challenged many of the superstitious practices of the Church.

And some of the following short-term/immediate factors:

- whilst More had hoped not to be forced to swear the oath, his refusal to attend the Coronation of Anne Boleyn was such a public slight that Henry was left with little alternative but to act.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might demonstrate Henry's determination to enforce his position even when it meant denying a friendship.

Question 2

04 'The legislation passed by Parliament between 1529 and 1535 completely changed the Church in England.'

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 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 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:

- Supplication of the Ordinaries gave Henry control of canon law
- Act to Remove Annates Act forbidding payment of Peter's Pence (1534) re-directed money away from Rome to the Crown. First Fruit and tenths were also re-directed to the King by the Act of Supremacy
- Act in Restraint of Appeals prevented any English person appealing cases to Rome. These would now be decided in England. There was also the act forbidding papal dispensation
- Act of Supremacy gave Henry the right to be known as the Supreme Head of the Church in England).

Evidence which disagree(s) might include:

- whilst the King was given control of Canon Law there was no significant change in doctrine, except for the removal of the Pope
- whilst all had to swear the oath acknowledging the succession the Monastic Houses remained untouched
- the legislation was seen as short-term; a mechanism to achieve the divorce rather than long lasting
- Henry's advisors argued that the legislation was restoring a pre-papal Christianity rather than establishing a new relationship.

Good answers are likely to/may conclude that the legislation significantly reformed the relationship between the Church in England and Rome, but did nothing to challenge fundamental Christian beliefs.

Question 3

05 Explain why the Seymour faction was influential in the last years of Henry's reign.

[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 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.

Answers should include a range of reasons as to why the Seymour faction were influential in the last years of Henry's reign.

Students might include some of the following factors:

- the decline of the Howard faction following the treason of Surrey left little alternative influence
- the King had dispensed with a first minister following the execution of Cromwell in favouring control of government by himself, as he became increasingly incapacitated the Seymour faction were able to manoeuvre themselves into control. This was particularly evident in the use of the Dry Stamp and the restrictions on access to the Privy Chamber.
- the Seymours used their position to exclude those who might have different views – e.g. Gardiner.

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

- the Seymours were related to Edward and had a vested interest in ensuring that he succeeded Henry VIII, they would protect him in a minority
- the Seymours would protect the break with Rome as they were influenced by new religious ideas and would not welcome a return to Catholicism.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that in itself the Seymours reflected and shaped Henry VIII's policies in the last years of his life.

Question 3

- 06** 'The years between 1541 and 1547 were dominated by the need to protect the 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 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.

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

- Edward, born in 1537, was likely to be a minor when Henry VIII died. His authority would depend on Privy Councillors. Henry wanted to balance the views of the Privy Council

- policies pursued during the period sought to protect the succession of Edward which was more than the succession of Edward – Henry had wanted a male heir to ensure the continuation of the Tudor dynasty which, following the break with Rome also included the independence of the Church in England
- the Succession also meant that Edward should succeed as Supreme Head of an erastian Church which meant that religion should be prevented from becoming 'Protestant' – a range of evidence could be used – restrictions on Cranmer, execution of Anne Askew, King's Book etc.
- the execution of Surrey who challenged the Tudor legitimacy.

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

- Henry VIII was pre-occupied by foreign affairs including both France and Scotland for a range of reasons including a desire to capture the 'lost territory' and to assert his authority
- faction dominated politics but was concerned with personal power within the Privy Council rather than in an attempt to challenge the succession of Edward.

Good answers are likely to/may conclude that the protection of the Succession was a key issue which underpinned all the policies of the years between 1541–1547.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion