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A-level  
**HISTORY**  
**7042/2D**

Component 2D Religious conflict and the Church in England, c1529–c1570

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**Mark scheme**

June 2019

Version: 1.0 Final

\*196A7042/2D/MS\*

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Component 2D Religious conflict and the Church in England, c1529–c1570**

**Section A**

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the power of the bishops and archbishops c1529. **[30 marks]**

*Target: AO2*

*Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.*

**Generic Mark Scheme**

- L5:** 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. **25-30**
- L4:** 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. **19-24**
- L3:** 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. **13-18**
- L2:** 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. **7-12**
- L1:** 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. **1-6**
- Nothing worthy of credit. **0**

### Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Students 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.**

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

#### Provenance, tone and emphasis

- the oath is made by the Bishop on his consecration. The oath is made to Henry and may reflect the demands of the monarchy
- the tone is obedient, demonstrating the relationship between King and Bishop. 'I shall be obedient'... 'prejudicial to Your Highness'
- the emphasis is on the temporal relationship between Bishop and King. Ref to business ... 'keep secret what we discuss'... 'earthly possessions'
- the date of the source is 1517, which demonstrates the relationship between monarch and bishops before the break with Rome. The Bishop of Hereford was not a known critic of the King.

#### Content and argument

- the source clearly makes the point that the granting of a position as Bishop came from the Pope but, by 1517, the appointments were made on the recommendation of the King
- the implication of the oath is that the Church in England had greater independence than some other European countries. And that there was a closer relationship between Church and state in England
- the source identifies that the Bishops played a political role. Bishops were members of the House of Lords along with abbots. Wolsey was the clearest example of a bishop being an advisor to the King but there are other examples, e.g. Fox and Gardiner
- the source demonstrates that the Bishops and the Church had a financial relationship. The Church paid £12,500 pa in taxes to Henry. The King was able to pay for Wolsey through awarding him the financial benefits of the position of Bishop of Winchester and Archbishop of York.

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

#### Provenance, tone and emphasis

- the source is from a Supplication of the Beggars, a contemporary criticism of the Church written by Simon Fish, a key proponent of new religious ideas and an advocate of Royal Supremacy
- the Supplication of the Beggars was widely circulated amongst those who wished to reform the Church, but had the King as its key audience. Refs to 'your laws', 'your courts'
- the tone is presented as a series of questions which lead the reader to a single conclusion which is critical of the Church. The ultimate question was written to provoke action from Henry by suggesting that his power was compromised by the Church.

### Content and argument

- Fish makes clear reference to the role of Archbishops, Bishops and Abbots in Parliament – a position of law makers. Fish suggests that laws could not be made against the Church, although this could be challenged by the passing of the Mortuary Act of 1529
- there is clear reference to the legal position of the clergy and the difficulty of charging the clergy in the King's courts – the neck verse did protect the clergy. It was also the case that Church courts were separate from those of the King
- Fish suggests that Hunne's mistake was to charge a priest of praemunire. He may have been an honest man, but there is clear evidence that Richard Hunne, in common with other London merchants, was seeking to challenge the power of the Church
- Royal Supremacists who wished to bring about a break with Rome to enable a reform of the Church believed that this could best be achieved by demonstrating how the Church compromised Henry's authority. Religious reform was their main objective, but in 1529 the Church's power was seen by Henry as a major obstacle to the succession.

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

### Provenance, tone and emphasis

- the source is the charge made by Parliament in 1529 to bring a case of praemunire against Wolsey. This was drawn up after Henry had banished Wolsey from Court following the failure of Blackfriars
- the source places the emphasis for putting the needs of the Church before those of the King firmly on Wolsey. Each misdemeanour begins with Wolsey personally. Wolsey was expected to sign this without question
- the tone of the source is unquestioning. A series of statements summarising the actions of Wolsey which could clearly be supported with evidence
- as a charge made by Parliament, it is clear that, at this stage, the failures can be seen to be those of an individual rather than of the Church itself. Wolsey, not the Church is being blamed.

### Content and argument

- the source is useful in demonstrating that the King relied on churchmen to fulfil key offices of state, not just Wolsey but also Warham and Cuthbert Tunstall. The benefices of the Church would be used to finance Henry's government
- the source demonstrates how far Henry had allowed Cardinal Wolsey, as his First Minister, to conduct his business – ref to the use of the King's signet ring. Evidence suggests that Wolsey managed both financial and domestic policy
- the source suggests that there was a degree of antagonism between Wolsey and noblemen – this was clear with the Eltham Ordinances. Certainly nobles, envied the wealth of the Church
- Wolsey was charged with not promoting others within the Church. This would seem to have validity; Wolsey seems to have had little time for the Church. The first time he visited York was when he was relieved of his political role
- the accusations against Wolsey give a detailed picture of the political influence of the Church at the centre of politics. Its influence was far greater in the localities through the role of the priesthood, Church courts and through the collection of tithes.

**Section B**

- 02** To what extent did the Dissolution of the Monasteries bring about a social upheaval in the years 1536 to 1547? **[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**

**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/factors suggesting that the Dissolution of the Monasteries brought about a social upheaval in the years 1536 to 1547 might include:**

- the Lincolnshire Rebellion and the Pilgrimage of Grace, in which the lower orders presented a challenge to the King's authority, were responses to the dissolution of the smaller monasteries
- the Dissolution of the Monasteries led to the unemployment of monks and nuns and also lay-brothers. Whilst some of the male clerics were able to find positions in parish churches, there was evidence of more vagrancy. It wasn't clear what could be done with spinster women forced to return to families
- the removal of support for vagrants resulted in increased vagrancy and crime. Loss of priories was significant in urban areas where there was no immediate alternative source of support
- the Dissolution of the Monasteries led to a major shift in landownership. Some land was acquired by the nobility, but land was also acquired by merchants, lawyers and gentry. Their focus on using the land for profit had the de-stabilising effect of increasing the size and scale of the middling sort
- the closure of monastic schools and the dispersal of monastic libraries also had a social impact. The foundation of alternative schools did not occur immediately. The cultural upheaval affected the poorer beneficiaries most.

**Arguments/factors challenging the view that the Dissolution of the Monasteries brought about a social upheaval in the years 1536 to 1547 might include:**

- the Pilgrimage of Grace and the Lincolnshire Rebellion were responses to the dissolution of the smaller monasteries. There was no outbreak of disorder after the dissolution of the larger monasteries
- the legislation passed by parliament after 1536 caused disruption, most notably the Statute of Wills, which facilitated the selling and buying of land. It was this legislation rather than the dissolution per se which created the disruptive market for land and the growth of the profit motive
- the land and property which had been owned by the monasteries was still worked by the tenant farmers and their labourers, even if the actual ownership of land had changed
- whilst the actual process of dissolution may have resulted in upheaval in the short-term, especially with the destruction of buildings and the re-allocation of property, systems were put in place to minimise the longer-term impact. A significant number of the new foundation cathedrals used monastic churches.

The immediate impact of the dissolution of the smaller monasteries was great and led to direct action, but in the medium-term the government managed to organise the dissolution and there was limited outcry. The longer-term impact needs to be viewed alongside other events/actions.

**03** 'In the years 1547 to 1553 the Church of England became completely Protestant.'

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**
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- Nothing worthy of credit. **0**

### Indicative content

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments/factors suggesting that in the years 1547 to 1553 the Church of England became completely Protestant might include:**

- in the first phase of the Edwardian reform all traces of Catholicism were removed through the repeal of the Six Articles and the repeal of the Treason Act. The latter allowed for Protestantism to be openly discussed and debated. This was welcomed in areas such as London where there was evidence of significant iconoclasm
- the Dissolution of the Chantries in 1547 removed the practice of prayers and masses for the dead and removed the belief in purgatory
- the establishment of Protestant liturgy and doctrine was introduced with the first book of Common Prayer and confirmed by the second in 1552. This finally removed the central belief of Catholicism – transubstantiation – and replaced it with the remembrance of Christ's sacrifice
- the Acts of Uniformity and the 1552 Treason Act threatened those who failed to conform with the death penalty
- by 1552 the Bishops considered that the Church of England was Protestant.

**Arguments/factors challenging the view that in the years 1547 to 1553 the Church of England became completely Protestant might include:**

- the Prayer Book rebellion and the Commoions of 1549 demonstrated the extent of opposition to the attempts by the Edwardian regime to reform religion
- evidence, for example from Morebath, suggests that there was some outward conformity to changes in liturgy but the many Catholic practices continued
- Bishops, such as Hooper, issued injunctions to ensure conformity, but the need for the teaching of Protestant doctrine emphasises the difficulty in changing the beliefs of people
- the 42 Articles, which provided a doctrine for the Church of England, had not been formally ratified at Edward's death. Other radical reforms had not been introduced – for example the new code of Church law
- the ease with which Mary Tudor re-introduced Catholic liturgy demonstrates that in many areas of the country the laity continued with Catholic belief.

By 1552, the Church of England had the basics of a Protestant Liturgy and doctrine enshrined in law. This was accepted in many areas of the country. For example, London and East. However, it was not fully developed to the extent that Cranmer had envisaged and in many areas of the country Catholic belief and practices continued.

- 04** ‘There was widespread hostility to Mary’s attempt to restore Catholicism in the years 1553 to 1558.’

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.*

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- Nothing worthy of credit. **0**

### **Indicative content**

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**Arguments/factors suggesting that there was widespread hostility to Mary's attempt to restore Catholicism in the years 1553 to 1558 might include:**

- Wyatt's rebellion can be interpreted as hostility to Catholicism – ostensibly the Spanish Catholic marriage, but Wyatt was supported from areas of the country which were overtly Protestant and by figures who had been leaders of Edward's attempt to ensure a Protestant succession
- the number of burnings for heresy of ordinary people suggests widespread rejection of Catholicism. Almost 300 people including Cranmer, Latimer and Ridley were burned for heretical views
- a significant number of people fled abroad to protestant cities – 400 people in total
- Parliament rejected an attempt by Mary to restore monasticism. Mary re-established a monastic house at Westminster but could not get the nobility to agree to the re-establishment of monastic houses which required the return of property acquired at the dissolution.

**Arguments/factors challenging the view that there was widespread hostility to Mary's attempt to restore Catholicism in the years 1553 to 1558 might include:**

- Parliament agreed to the restoration of the Church as it had been in 1529, with the repeal of the legislation passed by Edward to establish a Protestant Church
- Parliament agreed to the re-establishment of papal authority
- there was little hostility to the restoration of Catholic doctrine and practices. There was widespread support in much of the country for the return to the old ways
- members of Edward's Privy Council became members of Mary's and supported the restoration of Catholicism
- Marian Catholicism was a reformed religion based on Humanist tradition. There was a great deal of demand for primers and religious texts.

Mary would have fully re-established Catholicism had she lived. There was a growing acceptance that the religion of the monarch was the religion of the country. Short-term opposition had largely been dealt with by 1558.