



A-level HISTORY 7042/2D

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

Mark scheme

June 2020

Version: 1.0 Final



2 0 6 A 7 0 4 2 / 2 D / M S

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 Examiner.

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

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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.

Section A

- 0 1** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying Kett's Rebellion.

[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 articles are valuable as they were a composite of requests made by those camped outside of Norwich. The source is limited by the fact that they were in no particular order
- the source is valuable as these requests were sent to Protector Somerset shortly after the camp was established. It is believed by historians that they were a response to Somerset's demands
- the purpose was to negotiate the grievances of those who had no political representation. It is valuable as many of those whose views are represented were illiterate
- the tone of the requests is significant, these were not demands, such as had been seen in the Prayer Book rebellion 'we will have'. In this case the requests are suffixed 'we pray'. However, it is not clear how far this was a device for seeming not to be traitorous.

Content and argument

- the source is valuable in showing that land use and ownership were key issues in the commotions of 1549. The articles refer to encroachment of common land and the diminution of output as a result of the keeping of rabbit warrens by landowners
- the source is valuable in showing that, whilst the commotion wasn't overtly religious in its demands, there was a concern that priests should be resident and that the word of God should be put forward. This was in keeping with the commonwealth ideology of all having access to the fruits of God's earth
- the source is valuable in that it demonstrates that the camp was a response to the Protector's instruction to enclosure commissions
- the source is limited in that not all the articles are included, nor is there specific explanation given as to the reasoning behind these.

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

Provenance, tone and emphasis

- the source is valuable as it is from William Paget who was a member of the Privy Council. He had considerable political experience under Henry VIII and was seen to be a supporter of Somerset
- the letter was written after a summer of commotions to Somerset and is valuable as it shows the displeasure of the political nation with Somerset's approach
- the source is useful as it demonstrates the contemporary view of the body politic with the monarch as the head and the lower classes as the feet and hands. It exemplifies the fear of what would happen if health of the body politic was undermined
- the tone is interesting as it shows a privy councillor haranguing the Protector. This is valuable in demonstrating the timing of, and reasons for, Somerset's fall.

Content and argument

- the source is valuable as it shows the extent of the commotions – these were not isolated incidents but were across much of southern and the East of England. ‘Out of all discipline’ suggests that there was widespread support for actions
- the source is valuable as it blames Somerset’s attitude directly – your softness to the poor. This is a reference to the enclosure, commissioners who were seen to be putting the needs of the landless above those of the land-owners
- the source is valuable as it shows the extent of religious uncertainty as a result of the suspension of the act of treason
- whilst the source is valuable in demonstrating the response of a section of the political nation, it is not clear how widespread this view actually was.

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

Provenance, tone and emphasis

- the source is valuable as it presents the official and factual interpretation of events in Norwich in 1549
- the source is valuable as it shows the purpose is to make clear the illegality of Robert Kett, and by association all those involved in the commotions
- the tone of the source is clear in its presentation of good and evil. The rebels were ‘evil’ and, by default that the Earl of Warwick was ‘good’
- the emphasis is very much on the rebels being traitors to the King. The use of traitor is used so frequently that it is clear that its purpose is to act as a warning to others.

Content and argument

- the source is valuable as it presents an official view which is diametrically opposed to the reasons given by Kett – they saw themselves as responding to requests from Somerset. This shows that they were acting against the wishes of the government
- the source is valuable as it is indicative of the change in government policy/approach under Northumberland – the old order is to be restored
- the source is useful in providing some detail of the life of the camp, albeit seen through the eyes of the government/ruling classes.

Section B

0 2 'Support for Catherine of Aragon was the main reason for opposition to Henry VIII in the years 1529 to 1534.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

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 supporting the view that support for Catherine of Aragon was the main reason for opposition to Henry VIII in the years 1529 to 1534 might include:

- Catherine of Aragon gained much support following her appearance, and Henry's treatment of her, at Blackfriars. Catherine was seen to be the wronged wife and Henry as the abuser. Support is evidenced by the popular reaction to the collapse of the court
- Eustace Chapuys orchestrated support for Catherine of Aragon, and against the annulment, both from abroad and within the English court to maintain the imperial links. His support was both for Catherine and for the continuation of the Habsburg influence
- members of the King's household and the Privy Chamber spoke out in support of Catherine and the validity of her marriage. Nicholas Carew and Henry Guilford supported her position
- in 1532, John Fisher openly stated his support for Catherine and the validity of her marriage. He refused to swear the oath in support of the Act of Succession.

Arguments challenging the view that support for Catherine of Aragon was the main reason for opposition to Henry VIII in the years 1529 to 1534 might include:

- Thomas More's opposition seems to be the result of Henry VIII claiming to be Head of the Church in place of the Pope. This is evidenced by his speech following being found guilty for failing to support the Act of Succession
- there was opposition to Henry and the legislation severing the relationship between the Church in England and the mother Church in Rome. The Act to Remove Annates was only passed through the House of Commons by the attendance of Henry himself. Parliament was concerned about loss of influence over the King's finance
- there was considerable personal opposition to Anne Boleyn herself. This was seen overtly in the behaviour of the crowd at her coronation
- Lord Darcy and Hussey, and members of the Privy Chamber, sought to resist the increasing influence of the Boleyn faction
- the Carthusian Monks and the Observant Franciscans were prepared to oppose Henry and the reforms which challenged the basic beliefs of the Church, even when subject to extreme torture. As with Thomas More, this manifested itself in a refusal to swear the oath of Succession.

Catherine of Aragon was the focus of much opposition to Henry VIII. Much of this was personal support for her as a wronged wife. People also supported her marriage to Henry and her links to the Imperial Court. However, opposition to Henry was also much wider and multi-layered – arising from his attack on the authority of the Church and the privileges of the clergy. There was also significant political opposition to Henry VIII from those who opposed the Boleyn faction.

0 3 How important was the death of Cromwell to the religious changes of the 1540s? **[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 supporting the view that that the death of Cromwell was important to the religious changes of the 1540s might include:

- as vice-gerent, Cromwell used his considerable power to weaken Catholic influence. The attacks on the monasteries were partly to access their wealth; they also weakened the concept of prayers for the dead. Whereas, in his last will and testament, Henry asked for the prayers of the Virgin Mary and left money for beggars to pray for his soul and for requiem masses
- Cromwell's death enabled the dominance of the conservative faction in the early 1540s, which resulted in more Catholic views
- Cromwell had promoted the Bishops' Book which challenged key tenets of the Catholic faith. After Cromwell's death, Henry reasserted Catholic beliefs in the King's Book
- the Great Bible presented a more protestant interpretation of scripture. Universal reading of this had been encouraged by Cromwell in the royal injunctions of 1538. Following Cromwell's death, the Act for the Advancement of True Religion reinstated restrictions on reading the Bible
- Cromwell had protected evangelicals (such as Barnes and Gerrard) while he was alive; after his death there were increased numbers of executions for heresy, most notably of those who held evangelical views.

Arguments challenging the view that that the death of Cromwell was important to the religious changes of the 1540s might include:

- even before Cromwell's death Henry re-stated Catholic views – the trial of John Lambert in 1538 was testament to Henry's belief in transubstantiation
- the Act of Six Articles in 1539 restated key elements of Catholic doctrine and practice, although it could be argued that this was for a foreign audience
- The conservative faction's influence over religious policy did not last long; Cranmer and other evangelicals were able to introduce changes such as the English litany
- Henry VIII himself undermined the wider importance of prayers for the dead by the Act for the Dissolution of Chantries. However, this was not carried through until after his death
- it is possible to argue that Catholicism is entirely dependent on the Pope as head of the Church, even if this is not the case. The Church of England was representative of essentially Henry's own doctrine which borrowed from Catholic and evangelical doctrines.

The execution of Thomas Cromwell ended his evangelical influence, which had been seen in the legislation which brought about the break with Rome, the dissolution of the monasteries, the Bishops' Book, the Ten Articles and the Great Bible. The 1540s did see more conservative religion which reflected much of the doctrine of the Catholic Church, but the Church in the 1540s was essentially that of Henry's own beliefs. Ultimately, the Church was a means of reinforcing Henry's power and authority.

Essays that focus on changes to the Henrician Church in the 1540s can score highly. Other candidates may interpret the question more broadly, including the accession of Edward VI and the changes that were introduced in 1547-9. These essays should be marked on their merits and can also score high marks.

- 0 4** How far were the religious policies of Elizabeth I, in the years 1558 to 1560, shaped by the need to heal religious divisions?

[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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- 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 supporting the view that the religious policies of Elizabeth I, in the years 1558 to 1560, were shaped by the need to heal religious divisions might include:

- both the reigns of Edward VI and Mary I had been challenged by religious division resulting in rebellion and large-scale execution. Elizabeth needed to bring an end to the division if she was to establish her authority
- Elizabeth needed to ensure that her religious settlement was acceptable to the different religious groups represented in Parliament. Ultimately, this was only achieved by arresting Catholic bishops
- Elizabeth attempted to reconcile the views of moderate Catholics and those Protestants who had not gone into exile. The view that she did not want to make windows into men's souls is evidence of this
- the use of the first iteration of the Edwardian prayer book allowed for the recognition of the eucharist as more than a memorial, was favoured by Elizabeth. This was contrary to those who favoured the Geneva approach. Elizabeth favoured the Cambridge rather than Geneva theologians
- the act of Uniformity emphasised continuity whilst attacking practices such as pilgrimages.

Arguments challenging the view that the religious policies of Elizabeth I, in the years 1558 to 1560, were shaped by the need to heal religious divisions might include:

- the need to establish a religious settlement which was sufficiently broad to be acceptable to foreign powers was key. Elizabeth needed not to alienate the dominant Habsburg power. There was also a recognition from the Pope that England might, with time, return to the Catholic fold
- Elizabeth was prepared to challenge the Protestant exiles who would not support the concept of a Royal supremacy. She also needed the support of those Catholics who could not recognise a woman as head of the Church
- Elizabeth's own religious views were dominant in the construction of the religious settlement; her refusal to change the religious settlement throughout her reign was evidence of this
- Elizabeth was uncompromising in terms of rejecting the Catholicism of Mary; she would not allow the elevation of the host. Additionally, those recusants who refused to attend Church on days of obligation were fined.

The religious divisions at Elizabeth's accession were severe and the expectations of radical Protestants were high. The Catholics were keen to maintain religious settlement achieved under Mary. The religious policies pursued by Elizabeth recognised this polarisation and attempted to occupy the middle ground. Elizabeth recognised that she could not meet the demands of the extremists on both sides. However, the policies also were indicative of her own religious education and the wider needs of the international position.