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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 2022

Version: 1.0 Final



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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, ie 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 responses to religious change in the reign of Mary I.

**[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 diary is valuable as Parkyn was recording his own views for himself, rather than for publication
- the source is valuable as Parkyn was a Catholic priest. His views reflect those of a group of priests who held firm to Catholicism
- the tone is one of celebration – ‘rejoice’, great ‘joy’. But also, one of vindication in terms of what might happen to those who have gone against the teachings of the Church of Rome
- the emphasis is on the purification of the Church which will take place under Mary, the return to Rome and the removal of protestant practices such as clerical marriage.

### Content and argument

- the source is valuable in showing the view of a parish priest in Yorkshire, one which is so positive about the restoration of the Catholic Church; such unadulterated views rarely survive. However, it is limited due to questions over its typicality; Yorkshire was a region which was conservative in religion
- the source is valuable in its identification of the mixed response to the proclamation of Mary as Queen. The official proclamation in the towns is met with great rejoicing, but Parkyn identifies those heretics who did not rejoice. Parkyn notes that ‘there were many’
- the source is valuable in demonstrating the outrage that many felt about the acceptance of clerical marriage. Parkyn refers to the women as whores, and concubines, but their marriages had been legitimate in the reign of Edward and the source is limited as Parkyn does not reflect the views of those who supported clerical marriage
- the source is valuable in demonstrating that these elements of the Protestant Church, which were an anathema to Catholics, were removed rapidly. The priests who had transgressed were forced to do open penance in the Church before they could continue in their clerical roles. It does not indicate how far these views were shared.

**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 a letter written by a leading churchman in Mary I’s Church to the man who is to become Archbishop of Canterbury. It is a private letter but it was influential because of the standing of both the writer and the recipient
- the tone of the source is respectful – ‘I humbly thank...’ The Bishop of Winchester will owe obedience to the man who is to become Archbishop of Canterbury
- the source is valuable as it has an emphasis on the need to restore unity in the realm in doctrine and liturgy

- the source is also valuable as it is clear in its emphasis on the need to respect the views of the leading Churchmen in England and to prevent unacceptable demands from the Church in Rome.

**Content and argument**

- the source is valuable as it is from Stephen Gardiner who had been Bishop of Winchester from the reign of Henry VIII through that of Edward VI. It demonstrates the flexibility of leading Churchmen in adapting the Church of England to the demands of different monarchs
- the source is valuable as it demonstrates that there has been division in religious beliefs in the reign of Edward. The reign had seen considerable resentment from those who wished to maintain Catholic doctrine and liturgy. Gardiner shared some of these views. It is limited in that it shows only one set of views
- the source is useful as it speaks of a determination to bring about a reformation. It does suggest a planned series of changes, a comprehensive doctrine. It does not imply that there will be a wholesale return to the situation in 1529
- the source is valuable as it suggests that the restoration of the relationship with Rome may not be straightforward. The major obstacle was the demand for the restoration of monastic properties. Members of the nobility, who had bought monastic properties, were unwilling to accept the authority of Rome if this meant that they had to return the property they had acquired under Henry VIII and Edward VI. The depth of this feeling is not addressed.

**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 is the final speech of Thomas Cranmer who had been removed from his position of Archbishop of Canterbury on the accession of Mary. Cranmer was the foremost protestant theologian
- the source was published following the accession of Elizabeth I by which time England had re-established the Church of England and Cranmer was praised not castigated for his faith
- the tone of Cranmer’s speech is regretful, and his emphasis is clearly on a renunciation of his actions. There is a strong emphasis of the wickedness of the Catholic Church
- the source is limited in that it was taken down by an anonymous bystander and not witnessed by Foxe himself. It is further limited by the fact that Foxe’s Book of Martyrs was published as a hagiography of those who had been punished by the Catholic Church. Its emphasis is on the rightness of Cranmer’s beliefs and actions
- the source contains an additional comment describing the action of the crowd. This cannot be verified and may have been recorded to emphasize the perspective of Foxe.

**Content and argument**

- the source is valuable in that it gives Cranmer’s account of his actions
- the source is limited in that it does not refer to the time in which Cranmer, as Archbishop of Canterbury, upheld Catholic doctrine during the reign of Henry VIII; his focus is an attack on the Pope as the Antichrist
- the source is valuable as it refers to Cranmer’s beliefs . However, it is not specific as to which particular belief he is referring to. It may refer to the doctrine of the sacrament which he had defined; this rejected the belief in transubstantiation
- the source is valuable in demonstrating the response of the authorities to Cranmer’s speech. However, whilst the Book of Martyrs presents a particular view of events, it is limited in that it does not mention that the execution of Cranmer was regarded as a mistake by many Catholics
- the source suggests that there was a great deal of support for Cranmer at his execution. The additional comment may, however, demonstrate support for Cranmer’s views at the time of the publication of Foxe’s book.

**Section B**

<b>0</b>	<b>2</b>	To what extent was the break from Rome a response to demands for religious reform?
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**[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 the break from Rome was a response to demands for religious reform might include:**

- the break from Rome was achieved by legislation passed through Parliament. The support of MPs who demanded changes to the beliefs and power of the Catholic Church were key to the passing of the legislation
- the move to present the break from Rome as a solution to Henry VIII's marital problems was orchestrated by Thomas Cromwell whose evangelical beliefs were at variance with those of the Catholic Church
- Thomas Cranmer, who was appointed as Archbishop of Canterbury, was a member of the White Horse group of theologians at Cambridge University. Cranmer based his actions on the need to bring about religious reform. Cranmer was central to the support in the House of Lords
- there was wider support for religious change amongst the political nation which supported the legislation to undermine the power of the established Church for a range of reasons including corruption and abuse of power. These views were seen in a number of publications.

**Arguments challenging the view that the break from Rome was a response to demands for religious reform might include:**

- the main cause of the break from Rome was the failure of the legislation passed by Parliament to bring about a change in the view of Rome to allow the annulment of the marriage of Henry and Catherine
- the break from Rome was due to the intransigence of Catherine of Aragon to accept the alternatives put forward to her and the support for this line of action given by Charles V
- the break from Rome reflected Henry VIII's plan to establish England as a separate imperial power
- the break from Rome offered Henry VIII the opportunity to access the greater wealth of the Church. The finances of the Church would resolve the problems which had been experienced in raising taxation for war.

Demands for religious reform were growing in the 1520s, both in terms of theological concerns and also because of the power the Church wielded. There was also the belief that change could take place within the Church itself. The government of Henry VIII used the demands for religious reform to bring about the break from Rome as a solution to his marital problems, to increase his power and to provide funding for his ambitions.



**0 3** 'In the years 1541 to 1547, political factions were more important than Henry VIII in determining religious policy.'

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**
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- 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, in the years 1541 to 1547, political factions were more important than Henry VIII in determining religious policy might include:**

- following the removal of Cromwell, the conservative faction played a significant role. The Duke of Norfolk was influential in conservative policies, such as restricting Bible reading
- the evangelical faction supported policies such as the dissolution of the Chantries which challenged the doctrine of masses for the dead
- the conservative faction was active in the policy of persecuting heretics such as Anne Askew, which also included an attempt to implicate Queen Catherine Parr
- Archbishop Cranmer used his position to introduce changes to the practices of the Church; English litany and prayers in English, contrary to the belief of the conservative faction
- the downfall of the Howard faction allowed the Seymour faction and Cranmer to determine the transition to the reign of Edward. The control of this faction in the last days of Henry VIII ensured that religious policies would become more protestant than Henry had intended. Catholic doctrine was not to feature after 1547.

**Arguments challenging the view that in the years 1541 to 1547, political factions were more important than the influence of the King in determining religious policy might include:**

- Henry VIII was responsible for religious policy. His doctrinal position was evidenced through the publication of the King's Book which replaced the Bishops' Book
- Henry VIII emphasised his responsibility for religious policy clearly in his last speech to parliament when he criticised the divisions and stamped his authority
- Henry was influential in determining the policy which would ensure the succession of Edward to the imperial legacy of the separate Church of England
- Henry VIII's need to ensure a treaty with Charles V, which would facilitate an invasion of France and the re-capture of territory lost at the end of the 100 Years War, was a determinant on religious policy
- Henry VIII's need to finance the French War was also responsible for the seemingly contradictory policy of the dissolution of the chantries.

Whilst religious policy was the seen by Henry VIII to be his, as Head of the Church of England, he was influenced by members of his Privy Council. The vicissitudes of political influence and power were evident in religious policy. Henry attempted to keep these in check, and to achieve a balance. The downfall of the Norfolk faction meant that the evangelical faction dominated the succession of Edward.

**0 4** 'Challenges to the Church of England in the 1560s were easily dealt with.'

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

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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 challenges to the Church of England in the 1560s were easily dealt with might include:**

- the Religious Settlement had been passed through Parliament in 1559. The Church was established, and enforced, by law
- structural changes were readily accepted and implemented in the vast majority of parish churches. A Communion table replaced the altar in most churches, walls were whitewashed, statues removed (again) and the arms of Elizabeth placed above the Chancel
- challenges to the liturgy of the Church of England were easily dealt with by the Archbishops' wording which enabled those who believed in transubstantiation to worship 'take eat...' and allowed those who rejected this belief 'a memorial of' to accept the central service of the Church. The cases of recusancy were few. Some Catholics attended the established Church
- the challenge to the wearing of vestments was dealt with by Archbishop Parker. These were readily accepted by the vast majority of the clergy.

**Arguments challenging the view that challenges to the Church of England in the 1560s were easily dealt with might include:**

- the Northern rebellion of 1569 was a serious challenge to the Elizabethan Church. Mass was said in Durham Cathedral in a clear challenge to the doctrine and liturgy of the Church of England. Elizabeth had to resort to force and over 800 people were executed
- the challenge presented by the arrival in England of Mary Queen of Scots was long-lasting and only resolved by her eventual execution. Mary offered a direct threat to Elizabeth as Supreme Governor and the potential for a return to Rome. Elizabeth was forced to imprison Mary to undermine this threat
- there were a number of challenges to the Church by those who felt that the settlement needed to be more overtly Protestant. The depth of feeling of London clergy was evident and was not easily dealt with
- the controversy surrounding the Advertisements presented a serious challenge to the Church of England from both the London clergy and from the universities. Many of those were Anabaptists who rejected the idea that the State had rights over the Church. The link between Church and State was fundamental to Elizabeth's view of the monarchy
- evidence from the visitations suggested that in traditionally conservative areas of the country, for example Lancashire, the doctrine and liturgy were challenged by priests who continued to use Missals and to teach Catholic doctrine into the 1570s.

The threats posed by the Northern Earls and the London clergy to the Church of England were not easily dealt with. However, most of the challenges were successfully dealt with and, in the vast majority of parishes, the Church of England was accepted in the 1560s.