

AS
HISTORY
7041/2D

Religious conflict and the Church in England, c1529–c1570

Component 2D The break with Rome, c1529–1547

Mark scheme

June 2023

Version: Final 1.0



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, which of these two sources is more valuable in explaining attitudes to the Church c1529?

[25 marks]*Target: AO2*

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

Provenance and tone

- the source is valuable as it was written by Thomas More who was a strong opponent of changes to Catholic doctrine
- the source may be limited as it was produced to defend the Catholic Church. It is written at a point when the Church was coming under criticism
- the source is valuable as the tone is plain and direct in outlining More's views. It doesn't invite any challenge as there is no equivocation.

Content and argument

- the source is valuable as it shows very clearly elements of popular belief, for example purgatory and transubstantiation. There is evidence to support some of this – for example pilgrimages
- the source is valuable as it identifies what issues were seen to be of concern to the laity, for example the possibility that priests should be able to marry
- the source is limited in that it is what Thomas More wishes his audience to believe. It re-states elements of the catechism
- the source is limited in that it does not allow for any difference of opinion as existed amongst the laity. An example might be made of the Hunne Case which underlined the problems of diversity.

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

Provenance and tone

- the source is valuable as it is an account by a leading theologian writing at the time
- the account is valuable as it was written for publication. Erasmus was influential and this source had a great impact on attitudes to the Church
- the tone is exaggerated. The use of selected adjectives is intended to shock with the use of 'greedily' and 'fools' in relation to the clergy who were expected to be respected by the laity.

Content and argument

- the account is valuable as it shows how popular belief was being manipulated by some clergy and false practitioners such as pardoners
- the account is valuable as it suggests that the laity welcomed much of what they were being told – empty pleasures. There is much evidence to support superstition as popular religion
- Erasmus' account is limited by his selection of evidence – he is only outlining the negative elements of what was done to the laity. He doesn't, for example, include references to growing piety such as the growth in the use of Books of Hours which were undertaken by the educated laity.

In arriving at a judgement as to which source might be of greater value, students might suggest that Source A is the more useful as it provides details of the fundamentals of belief, many of which would be acknowledged by the laity. Alternatively, students might suggest that Source B is of greater value as it provides an insight into why the Church was being challenged by the late 1520s.

Section B

0 2 'Anne Boleyn and her supporters had a significant influence on the religious changes which took place in the years 1529 to 1535.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 Anne Boleyn and her supporters had a significant influence on the religious changes which took place in the years 1529 to 1535 might include:

- Anne Boleyn was influential in shaping the attack on the Church to achieve the end of the marriage of Henry and Catherine to enable her to become queen. Anne Boleyn supported the arguments put forward by Simon Fish which questioned the way in which the Church conducted itself and promoted the action of the monarch in challenging the Church
- Thomas Cromwell used the issue of the need to solve the King's Great Matter to bring about significant change to the Church and religious practices. Cromwell used legislation to establish authority for Canon Law to be vested ultimately in the monarch rather than the Pope
- Thomas Cromwell was key to managing parliament to enable the change to religion to take place Henry relied on Cromwell to ensure that he could marry Anne Boleyn. The legislation introduced by Cromwell incrementally removed the powers of the Papacy
- Thomas Cranmer, in his role as Archbishop of Canterbury, was key to facilitating the changes to Canon Law. Cranmer sponsored such legislation as Restraint of Appeals which vested authority into the Church in England.

Arguments challenging the view that Anne Boleyn and her supporters had a significant influence on the religious changes which took place in the years 1529 to 1535 might include:

- Henry VIII was ultimately responsible for the religious change, both in developing the idea establishing an independent Church, and in the legislation passed. The supremacy of King in Parliament was key; without the King's signature the legislation would not have been passed
- MPs and the House of Lords, particularly the House of Commons, were driving forces behind the demand for religious change. London MPs, in particular had a tradition of promoting evangelical legislation which curtailed the powers of the clergy and were key supporters of the change of praemunire brought against the clergy
- theologians such as Luther, Tyndale and Simon Fish provided the arguments and context for the religious change – significantly attacks on the Papacy
- not all members of the Boleyn faction supported the same degree of religious change. The Duke of Norfolk supported his niece rather than major religious change.

The religious change which took place in the years 1529 to 1535 was the result of a number of factors. The new religious ideas did not originate with Anne Boleyn and her supporters, but they were promoted by them. The structure of change was determined by such individuals as Cromwell and Cranmer. However, without the action of Henry VIII and parliament, change would not have taken place.

0 3 'The need to protect the English Church from papal influences was the main reason for the Dissolution of the Monasteries.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 need to protect the English Church from papal influences was the main reason for the Dissolution of the Monasteries might include:

- although the English Church had broken from Rome, many monastic houses owed allegiance to their mother houses in Europe; these were still obedient to the Pope. This was demonstrated by the stance taken by the Carthusian Monks in 1535 and the execution of three papists in 1540
- there was evidence that monies and wealth from monastic houses were being sent out of the country. Henry VIII and Cromwell intended that the wealth of the monasteries would augment the coffers of the King
- the Treaty of Toledo in 1539 threatened Henry with a potential invasion from Charles V and Francis, following the excommunication by the Pope in 1538. Henry VIII needed the wealth of the monastic houses to reinforce his defences and to prevent support for the foreign cause
- monastic houses, such as Glastonbury Abbey at its dissolution in 1539, were viewed as traitorous and guilty of spreading material attacking the King as Head of the Church.

Arguments challenging the view that the need to protect the English Church from papal influences was the main reason for the Dissolution of the Monasteries might include:

- the lesser monasteries were dissolved because they were seen as too small, had insufficient religious to be effective and were uneconomic. The dissolution of monasteries by Cardinal Wolsey had established this principle
- the work of the Commissioners sent out to survey the monasteries showed the monastic houses to be corrupt and no longer fulfilling their vows. Substantial evidence was found for sexual incontinence and failure to fulfil offices
- the financial wealth of the monastic houses was a major attraction for Cromwell and Henry VIII. The wealth of the monasteries could allow Henry VIII to be independent of Parliament. The monies also provided a war chest for constructing defences on the south coast and for attacking France
- the sale of monastic properties following the dissolution of the lesser monasteries was viewed positively by the gentry and merchant classes. Henry VIII needed the support of these groups. Both Henry and property owners saw the dissolution as a means by which they could increase their wealth and power.

Henry VIII needed to protect the newly created Church in England from the very real threat of foreign powers acting on behalf of the Papacy. Henry was concerned that monies from the monasteries was helping to fund potential military intervention to restore the authority of the papacy. As supporters of the foreign power in this context the monasteries were viewed as traitorous. Attacking the monasteries provided Henry VIII with wealth and dealt with potential sources of opposition. However, the attraction of dissolving the monasteries was also financial; Henry VIII was able to significantly augment his income. The attack on the probity of the monks seems to have been a means to achieve these ends.