
AS

History

Religious conflict and the Church in England, c1529–c1570

7041/2D The break with Rome, c1529–1547

Mark scheme

June 2016

Version: 1.0 Final

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

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

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June 2016

Religious conflict and the Church in England, c1529–c1570

AS History Component 2D The break with Rome, c1529–1547

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Henry VIII's relationship with the Church in the years 1531 to 1534? **[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 have 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 Duke of Norfolk as the King's leading Privy Councillor was the representative of Henry VIII
- Chapuys was writing to Charles V who was protective of the authority of the Pope and the rights of his aunt Catherine of Aragon; Chapuys presents his information as a challenge by the King
- Chapuys is defensive of the role of the Pope 'given the King no occasion'. He also attacks Henry ('the lies'). Chapuys suggests that Norfolk, on behalf of the King, was bullying in his approach, challenging the role of the Pope; claiming that 'the Pope had no jurisdiction' and that the 'Pope had tried to usurp the King's authority'.

Content and argument

- Norfolk suggests that the Pope was attempting to undermine Henry and that Henry was responding to a challenge by the Pope. Henry VIII was attempting to challenge the authority of the Pope to force him to grant the annulment of his marriage to Catherine of Aragon. Norfolk was the uncle of Anne Boleyn and was promoting the case for the annulment
- Henry VIII was attempting to claim that his authority, particularly in religious matters, predated that of the papacy in England. He attempted to justify his position and authorise his own annulment by suggesting that English Catholicism predated the conversion by St Augustine and that the Pope had no jurisdiction
- Chapuys is defending the role of the Pope, but doesn't give specific details.

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

Provenance and tone

- the Act of Parliament reinforced the prohibition on appeals to foreign jurisdictions which had been set out in the previous year by the Act in Restraint of Appeals. The terms of the act

ensured that there were no legal loopholes through which the Act could be challenged 'attempt, allege, claim or put into use'

- the tone of the Act is assertive of the King's legal rights in relation to that of Rome 'no appeals shall be made out of this realm'
- by referring to the Pope as the 'bishop of Rome', the Act denigrates and demotes the papacy and confirmed a new hierarchy.

Content and argument

- the Act for the submission of the clergy confirmed the King's authority over the Church in England 'enact any new canon law' and ensured that there was no possible circumstance in which this could be challenged. The Submission of the Clergy seemingly granted power over the Church to Henry VIII
- the Act for the submission of the clergy gave Henry authority over the convocations of the Church in England which meant that these could not be called, or take any legal action without the authority of the King. All existing canon law had to be reviewed by Henry VII.
- the Act for the submission of the clergy predated the Act in Restraint of Appeals but forbade appeals out of the country to the bishop of Rome. Henry VIII had tried to put pressure on the Pope with the earlier Submission. This had failed to achieve the annulment. The Act confirmed the parameters of the relationship with Rome
- the Act implicitly links to historical legislation with the Act passed in the reign of Richard II.

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) Source A reflects the determination of Henry to achieve his aim of ending his marriage to Catherine by forcing the Pope to grant the annulment. Source B demonstrates that this strategy had failed and that Henry was prepared to use Parliament to achieve his control over the Church – by 1534 it was more than a means to an end. Source A refers to the church before the break with Rome, whereas Source B relates to the Church of England.

Section B

- 02** ‘The most serious criticisms of the Church by 1529 were those concerning the abuses of the clergy.’

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 suggesting that the most serious criticisms of the Church by 1529 were those concerning the abuses of the clergy might include:

- students may refer to the behaviour of the individual clergy in terms of greed and moral laxness – these could include the collection of tithes, relationships with women, gambling, drinking to excess. There are recorded contemporary accounts
- students may refer to the use of false relics and sale of indulgences. Reference could be made to the case of Richard Hunne
- students may refer to structural abuses, for example pluralism, simony, benefit of clergy, lack of education. These abuses resulted in uneducated clergy being responsible for parishes where the newly literate classes were better educated and expected more of their clergy.

Arguments challenging the view that the most serious criticisms of the Church by 1529 were those concerning the abuses of the clergy might include:

- students may claim that criticisms of clerical abuses were relatively rare
- students may refer to serious theological criticisms. These were articulated by Lollards and Luther and involved the role of the clergy in transubstantiation, confession etc. This was the role of the clergy rather than abuses. (Some may argue for this being an abuse – this would be acceptable) *1)
- students may refer to the serious criticisms made by the Royal Supremacists which questioned the authority of the Church. *2)

Some good answers may conclude that to the laity, in general there was a belief that the clergy did not live up to their high expectations, this was more serious as it was more widespread. However, the laity were not criticising the authority and beliefs of the Church in the same way that small groups of Lollards, Lutherans and Royal Supremacists were; these criticisms were potentially more serious as they challenged the very basis of the Church.

- 1) *Humanists were also strongly critical of the abuses of the church as outlined by Colet; they wished to address the abuses from within the church.
- 2) *Criticisms were used to promote the case for the annulment by attacking the pope and the church.

03 'Religious divisions were the main reason for the fall of Thomas Cromwell.'

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 suggesting that religious divisions were the main reason for the fall of Cromwell might include:

- Cromwell was portrayed by the conservatives as showing sympathies and support for a Lutheran group who were identified in Calais
- Cromwell had promoted foreign policy with the Schmalkaldic League who were Protestant states
- Cromwell had promoted evangelical religion – the Bishops' Book, The Act of Ten Articles, the introduction of the Bible in English, the Dissolution of the Monasteries. Henry supported Cromwell where it resulted in an increase in his power and money, but not where it challenged his fundamental belief in transubstantiation. Henry promoted the Act of 6 Articles and clearly stated his view at the trial of John Lambert.

Arguments challenging the view that religious divisions were not the main reason for the fall of Cromwell might include:

- the failure of the Cleves marriage and the promotion of Catherine Howard by the Norfolks – to challenge the influence and power of Cromwell. Norfolk challenged the social status of Cromwell. Classical Civilisation
- the manner in which Henry treated those who he perceived were not meeting his needs – this had been the fate of both Cardinal Wolsey and Thomas More. Henry's obvious regret after Cromwell's death is evidence of this
- Cromwell had served his purpose – he had delivered the break with Rome, the Dissolution of the Monasteries. Henry wished to resume control. Cromwell had gained too much power – a similar position to that of Wolsey.

Some good answers may conclude that Cromwell's religious sympathies provided a good excuse to remove him from power. The accusations were timely for both Henry VIII and the conservatives who were both able to regain power and influence.