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# AS History

7041/2D - Religious conflict and the Church in England, c1529-1570

Component 2D The break with Rome, c1529-1547

Mark scheme

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Version/Stage: 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 Assessment Writer.

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

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

## 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.

**Religious conflict and the Church in England, c1529–c1570****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 the Pilgrimage of Grace in 1536? **[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

- Source A is valuable as Robert Aske was the recognised leader of the Pilgrimage of Grace and later led the negotiations with the Duke of Norfolk; key elements in the Oath were a central part of the negotiations
- the tone is clear and stresses the peaceful nature of the Pilgrimage: love and faith, which is mentioned twice. The Oath stresses what the Pilgrimage is not: profit and harm
- the meeting at York was the first attempt to establish the common ground of the nine hosts. The Oath emphasises the religious aims on which there was common ground and does not include more specific, discrete social and economic issues.

### Content and argument

- the Oath stresses that the unifying issue was for the restoration of Catholicism. The northern counties were conservative in religion and saw the attacks on the smaller monasteries as the first stage of a wholesale attack on the presence of the Church which may extend to parish churches
- implicit in the Oath is a determination to remove Cromwell who was seen as responsible for the misguided advice which the King was receiving. The honourable men were not attacking the nobility but determined to remove the low born and evil Cromwell. This was also an attack on Richard Rich, similarly low born. It was a support for the established order
- the Oath is very clear in its determination to avoid treason by stressing support for the King. It could be argued that any such oath was by its very nature an act of treason, but the Oath reinforces that the pilgrims should not damage property or life.

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

**Provenance and tone**

- Latimer seeks to denigrate the Pilgrims in the ears of his listeners, he suggests that they ‘wear the cross both before and behind’
- students may have some knowledge of Latimer and his reformist views, but this is not required for an understanding of the source
- Source B is valuable as Latimer forcefully presents the official government line by attacking each of the demands of the Pilgrims point by point.

**Content and argument**

- Latimer argues that the Pilgrims sought to deceive the poor and ignorant people. The numbers of Pilgrims actively involved in 1536 suggests that the poor and ignorant were there of their own consent – 28,000 were camped outside Doncaster
- there is no evidence that the Pilgrims did kill each other. Only one man was killed in the Pilgrimage and that was by accident
- it is possible to argue that the Pilgrimage was against the views of the laity. Due to the regional (northern) nature of the Pilgrimage, the Pilgrims were representative of the beliefs of many in the North but would not reflect the views of congregations in London and East Anglia
- whilst the Pilgrims were claiming that they were not challenging the King, Latimer is correct to argue that they were by challenging the authority given to his Ministers and by challenging the succession by demanding the restoration of Princess Mary to the succession.

In arriving at a judgement as to which source might be of greater value, students might argue that both are valuable; the Oath was sworn by all those involved in the Pilgrimage, although the majority would not have been given much choice, and it focuses on what united, rather than what divided them. Latimer’s sermon is valuable as a statement of the governmental position, but it is not an accurate representation of the Pilgrimage.

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**Section B**

**02** 'The creation of the Royal Supremacy was the result of pressure for religious change.'

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 creation of the Royal Supremacy was the result of pressure for religious change might include:**

- Thomas Cromwell, who developed the legislation which created the Royal Supremacy, was an evangelical who believed in the reform of the Church. As Henry's chief advisor, Wolsey had sought to find a solution within the existing structures of the Church
- the literature of Fish and Tyndale was used to provide arguments with which to attack the Church. The underlying argument of the Supplication of the Beggars was implicit in the Submission of the Clergy
- the support of London MPs secured to ensure that legislation attacking the Church was passed. The London MPs had been particularly critical of the corruption of the Church, for example, support for the Richard Hunne Case and attacks on the benefit of clergy.

**Arguments challenging the view that the creation of the Royal Supremacy was the result of pressure for religious change might include:**

- the legislation which created the Royal Supremacy was motivated by Henry's increasing demand for imperial power
- MPs who supported the legislation were motivated by increased power, a reduction in taxes and increased legal work
- the main motivation for the Royal Supremacy was to ensure the succession; without the break with Rome, Henry would not have been able to secure the annulment of the marriage to Catherine and to be able to marry Anne
- the Royal Supremacy can be seen as a response to the obstruction of the papacy and the Holy Roman Emperor, rather than the initial desired outcome.

Initially the motivation for Henry was almost exclusively to ensure the succession. However, he was increasingly convinced of his own religious authority in relation to Rome by those who used the need to secure the succession for their own aims.



- 03** 'The Seymour faction and Cranmer dominated the Church of England in the years 1543 to 1547.'

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 Seymour faction and Cranmer dominated the Church of England in the years 1543 to 1547 might include:**

- the support which Henry gave to Thomas Cranmer, when he was challenged by the prebendaries, suggests that Henry was prepared to support Cranmer's doctrinal position and position as Archbishop of Canterbury
- the attack on the Chantries reflects the support Cranmer and the Seymours gave to challenging the importance of prayers for the dead
- Henry selected as his key advisors, Paget, Seymour and Sir Anthony Denny who were committed to evangelical reform
- Catherine Parr survived challenges based on her reformist religion and was instrumental in resisting the challenges of Gardiner and the Howards.

**Arguments challenging the view that the Seymour faction and Cranmer dominated the Church of England in the years 1543 to 1547 might include:**

- the Six Articles and the King's Book remained the main doctrinal position of the Church of England, despite their conservative approach
- Anne Askew, who was seen as a mouthpiece of the reformist doctrine and may have had links to the Seymour faction, was denounced and executed
- reading of the Bible was restricted rather than extended
- the Howards and Stephen Gardiner held the key influence on Henry until the actions of the Earl of Surrey.

Henry wished to maintain the conservative doctrine of the Church in England, but was conscious that in order to maintain the independence of the Church from a possible return to Rome during the minority of Edward, he needed to balance the two factions. This he did successfully until the treason of Surrey which allowed the Seymour faction and Cranmer to dominate.