



A-level History

7042/2D-Component 2D Religious conflict and the Church in England,
c1529–c1570
Mark scheme

June 2018

Version/Stage: 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.

Further copies of this mark scheme are available from 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.

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

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying religious changes in England. **[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 Chronicle appears as a depersonalised account. It was written as part of an on-going account. It may have been written by a former member of the Greyfriars
- the Chronicle is written from a London perspective; specific examples are given for London parishes and generalised nationwide statements given
- it was written as a record with no specific audience, although they are likely to be literate
- the tone is factual but there is a clear emphasis on tradition and the destruction which was taking place, suggesting sympathy with tradition.

Content and argument

- attacks on images began from the Autumn of 1547, this was particularly the case in London and East Anglia, but the attacks were not formalised until 1550
- the Chantries were dissolved as the first major piece of legislation in 1547. They had originally been dissolved by Henry VIII but from a financial rather than religious motive
- the priest from Cornwall was executed following the murder of William Body who was imposing religious change in the south west. Had he been executed in Cornwall or Devon it may have provoked riots
- the abolition of saints/Holy days was a major source of conflict. This was more acceptable in London, but even there, Corpus Christi was a major day for guild processions. There would also have been opposition to the abolition of saints days from those who valued the holidays
- the source reflects the concerns of traditionalists and is not reflective of the prevalent mood in London and the South in its account of the attacks on the Church.

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

Provenance, tone and emphasis

- the author is an extreme Protestant from East Anglia, an area which was at the vanguard of Protestantism. There is an emphasis throughout on the importance of the Word of God
- the poem would have been published/printed following the repeal of the Treason Act
- the poem was most likely circulated regionally amongst like-minded individuals/groups
- the tone is very critical of the Papacy and promotes the evangelical/protestant view.

Content and argument

- the source is an attack on the Papacy – it references many of the complaints made pre-1529, such as priests being thieves
- the source provides a contrast between Catholic and Protestant doctrine. It stresses that God's word is key to salvation. These were the views promoted by Cranmer and Edward VI
- the repeal of the Act of Six Articles in 1547 allowed those who held these views to openly publish and discuss different doctrines
- the poem has similar views to those who supported Kett's rebellion in 1549 when they demanded an educated clergy who could proclaim God's Word.

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

Provenance, tone and emphasis

- this is an Act of Parliament passed by the Commons and the Lords to ensure conformity in worship
- the Act required acceptance by all, by law, regardless of individual beliefs
- the Act was passed in 1550 after the religious division seen in 1549, particularly in the Western Rebellion
- the tone is formal – it is clear, unambiguous and uncompromising.

Content and argument

- attacks on images began from the autumn of 1547. This legislation formalised the action which individuals had taken and ensured conformity
- the legislation was passed under the direction of Northumberland and demonstrated the continuation of the Protestant policy associated with Somerset
- the legislation was an implicit recognition that the repeal of the Act of Six Articles and the Treason Act had resulted in the commotion time of 1549
- the Act authorised the first Book of Common Prayer as a replacement for the Catholic Missal, although the First Book of Common Prayer did facilitate some ambiguity in belief.

Section B

02 To what extent was the Church in England under threat c1529? **[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/factors suggesting that the Church in England was under threat c1529 might include:

- increase in books/literature being imported from the continent – particularly from 1517 the views of Martin Luther. These were attractive to the literate middling sort and gentry and challenged the spiritual role of the priest
- the existence of heretical groups, these might loosely be termed Lollards. Evidence of burnings increasing in the first decades of the sixteenth century
- complaints against the Church were being voiced in Parliament, especially by London MPs. The case of Richard Hunne was used to try to challenge and to limit the power of the Church courts
- the printing press enabled the publication and circulation of anti-clerical tracts criticising the behaviour of priests
- London parishes, the south east and East Anglia, in particular were affected by the new learning.

Arguments/factors challenging the view that the Church in England was under threat c1529 might include:

- the Humanist influence on the Church suggested that change could be managed within the Church rather than imposing an external challenge
- the Church was integral to the position of the King. Henry VII and Henry VIII had been crowned by the authority of the Pope. Henry VIII wrote in defence of the papacy and challenged the views of Luther
- the majority of the population grumbled about the Church and priests but the Church provided a framework for their lives. This can be seen in the ceremonies of the liturgical year
- the Church courts were very effective at managing challenge
- Will evidence and investment in the Church demonstrates considerable support for the Church.

The Church was not under significant threat in 1529, although there was criticism and pressure for change. The role of Henry VIII was pivotal in maintaining the authority and position of the Catholic Church in his kingdom.

- 03** ‘Mary Tudor’s persecution of heretics was the main obstacle to the restoration of Catholicism in England in the years 1553 to 1558.’

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/factors suggesting that Mary Tudor's persecution of heretics was the main obstacle to the restoration of Catholicism in England in the years 1553 to 1558 might include:

- the burnings of heretics once the heresy laws were passed was intended to have, and did have, a major impact on local populations, particularly in the south east, which made the local populations resentful of the Queen's religious policies. There is evidence of the reluctance to hand over heretics
- Privy council measures to ban servants and the young from the burnings suggests that they recognised that the burnings could be counter-productive
- the persecution of married priests who were forced to do public penance had a negative effect on the clergy in areas and undermined the teaching of Catholic doctrine
- the treatment of Thomas Cranmer, even after he had reaffirmed his Catholic beliefs, undermined the support for Mary's policy from some members of the political nation
- Simon Renard argued against the continuation of the persecution arguing that it created support for those who presented the Protestant alternative, rather than allowing Protestantism to wither away.

Arguments/factors challenging the view that Mary Tudor's persecution of heretics was the main obstacle to the restoration of Catholicism in England in the years 1553 to 1558 might include:

- the main obstacle to the restoration of Catholicism was the early death of Mary and her failure to provide a Catholic heir
- a significant obstacle to the restoration of Catholicism was the destruction which had taken place under Edward. Catholic worship depended on ritual and was based on visual prompts. This was difficult when statutes, painting, vestments had been destroyed
- the Church in Rome was reluctant to formally accept England back into the Catholic fold, principally because of the role/beliefs of Cardinal Pole
- traditionally, Mary is seen as being reluctant to promote printed literature in support of Catholicism, in the same way in which Protestants had promoted their doctrine. Recent research has challenged this
- it is incorrect to say that Mary did experience a failure across the whole of England. Many areas of the country continued to use the Catholic Missal and Catholic services until well into Elizabeth's reign. Recent research suggests that there was considerable support for the revival of Catholicism.

The Marian persecutions did create opposition to Catholicism, however, had the Marian regime continued it is likely that Catholicism would have been successfully restored.

04 'The Religious Settlement had neither support from Catholics nor Protestants in the 1560s.'

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**
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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/factors suggesting that the Religious Settlement had neither support from Catholics nor Protestants in the 1560s might include:

- many of the Catholic clergy refused to conform to the religious settlement. Having accepted the break with Rome in 1533 believing that they could influence from within a reformed church, they refused to make the same mistake which led to resignations by numbers of the clergy
- the Vestarian controversy reinforced that for many protestant clergy, the religious settlement was only a start of reform rather than an end in itself
- the advertisements which were intended by Parker to be a compromise resulted in even more controversy from the London clergy
- Catholicism survived in many areas of the north and the rising of the Northern Earls, partly in favour of Mary Queen of Scots and Catholicism, reflects the determination of many in the north to restore Catholicism. The first action was to hold a Latin Mass in Durham Cathedral.

Arguments/factors challenging the view that the Religious Settlement had neither support from Catholics nor Protestants in the 1560s might include:

- the majority of the opposition came from a small number of extreme parishes, principally in London. Many Protestant parishes gave their support to the settlement
- Elizabeth's initial policy of 'not making windows into men's souls' enabled the conservative Catholic area in the North and south west to continue to worship in their old ways. This was tacit support rather than direct opposition. This is evidenced by visitation reports
- there was evidence that a significant number of people could be described as Church papists, attending Church on Sunday and then worshipping within the Catholic rite
- members of the nobility who were sympathetic to Catholicism, but who wished to show their loyalty to the Queen and Parliamentary law, massaged the charges of recusance to allow people in their areas to continue with their religious practices without presenting a challenge to the settlement.

Whilst the religious settlement failed to reflect the different beliefs of Catholic and Protestant the Catholics generally gave the settlement tacit support as did the majority of Protestants. Opposition was limited until the outbreak of the Northern Rebellion.