
AS

HISTORY

Religious Conflict and the Church in England, c1529-c1570

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

Report on the Examination

7041

June 2018

Version: 1.0

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Question 01

The compulsory source-based question centred on the Pilgrimage of Grace. Good knowledge was shown by most students of the Pilgrimage itself, the leadership of Robert Aske and the Pilgrims' aims. These included, as Source A made clear, to 'exclude... evil councillors from the Privy Council' and 'the restoration of the Church'. The majority of students were able to demonstrate contextual understanding of the reasons for participation in the Pilgrimage, referring to the dissolution of the lesser monasteries, the break with Rome and the influence of Cromwell and Rich. The Pontefract Articles were usefully employed as a means of testing the value of the aims stated by the 'Oath of the Honourable Man'. The Lincolnshire Rising was also mentioned by many, although a common error was to conflate this haphazard and violent rebellion with the peaceful and remarkably disciplined Pilgrimage.

Source B seemed to be found more difficult to interpret. Students are well trained on the need to comment on provenance, but only describing the source's author and his intended audience does not score high marks. It is worth reminding students that their answers must be focused, as much as possible, on the source's value in relation to the question. In this case, it was not enough merely to refer to Hugh Latimer's reformist sympathies and the support he enjoyed from the king, although this was a good start. Answers that received high marks emphasised the value, or lack thereof, of an explanation of the Pilgrimage of Grace from a royal, reformist, or 'southern' perspective. The very best answers were those that offered a balanced evaluation of the source. Latimer's righteous fury at the effrontery of the 'men in the north country' and exaggeration of their violence and deceitfulness led many students to discount his testimony as a source of valuable information (and others, unfortunately, to swallow whole his assertions). However, although Latimer's sermon is unreliable, its claim that the Pilgrims 'fight clean against the king and his ministers' is valuable in reminding us that, for all their protestations to the contrary, the Pilgrims' aims challenged Henry's authority.

Question 02

This was by far the more popular essay question. The majority of students felt confident in their ability to explain the creation of the royal supremacy, assessing the role of pressure for religious change vis-à-vis Henry VIII's personal, political and financial motives.

However, some students unnecessarily described in detail the clerical corruption in the pre-Reformation Church, a perennially popular section of the course. It was, of course, perfectly valid to include information about Cardinal Wolsey's misdeeds and the tragic case of Richard Hunne. In order to demonstrate understanding of the question's demands, however, it was necessary to do more than simply to explain *why* there was pressure for religious change. Better answers showed awareness of the Reformation Parliament's concerns about the Church's abuse of its power, thus providing evidence of pressure for change that could then be linked directly to the creation of the royal supremacy.

Very good responses to this question were able to explain a range of factors, substantiating them with precise evidence. Those that showed detailed knowledge of the legislation passed by the Reformation Parliament were particularly impressive. Henry's desire for money, for example, was explained as the product of a fatal combination of penury and ambition. The King had frittered his money away on military adventures but hoped to return to the battlefields of France. That this ambition played an important part in his burgeoning Erastianism and this was borne out by the passage of the Annates Acts, the Act of First Fruits and Tenths and, ultimately, the dissolution of

the monasteries. Similarly, Henry's wish for a solution to his Great Matter led, *inter alia*, to the Act in Restraint of Appeals. His political aims, meanwhile, could (and should) have been evidenced by his enforcement, via threats of *praemunire*, of the Submission of the Clergy.

Question 03

Few students answered this question; even fewer answered it well. This was a shame, as the period after the fall of Cromwell is an important part of the course and one which should be well-known by students. The factional conflict of the 1540s had several dimensions – personal and political, as well as religious. It was expected that the latter would be the focus of responses. Yet most of the students who opted for this question ignored religion and concentrated instead on such issues as the downfall of the Earl of Surrey and the Seymour faction's control of the 'Dry Stamp'. Influence at court was confused with dominance of the Church.

A minority of answers was able to demonstrate understanding of the key issues. The efforts of the Seymour faction and Archbishop Cranmer to take the Church in a reformist direction, and their success in fending off the attacks of religious conservatives, were included as evidence of their dominance in 1543-7. This view was countered by identifying conservative 'victories', such as the passage of the Act for the Advancement of True Religion and the execution of Anne Askew. Furthermore, despite liturgical reform in the latter years of Henry VIII's reign, the conservative doctrine of the Six Articles remained intact – indeed, it was consolidated by the King's Book.

Whereas those who attempted Question 02 tended to view Henry as the mastermind of the break with Rome, those who opted for the question on the 1540s favoured the Eltonian interpretation of Henry as a weak monarch, ruled by factions. It is worth reminding centres that an alternative to the paradigm of factional dominance is that of a powerful king playing off the rival sides against each other. In this sense, it could be argued that the Church of England in the years 1543-7 was dominated neither by the reformist faction nor their conservative enemies, but by Henry VIII himself.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.