

AS
HISTORY
7041/2D

Religious conflict and the Church in England, c1529–c1570

Component 2D The break with Rome, c1529–1547

Mark scheme

June 2024

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 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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 reaction to the Dissolution of the Monasteries?

[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 the author is Richard Grenville who was an MP and therefore part of the Reformation Parliament which passed the Act for the Dissolution of the Lesser Monasteries. He is representative of the landowners who wished to gain more property. However, it is one-sided in its argument.
- the tone of the letter to Cromwell is pleading in that Grenville stresses that he is potentially being treated unfairly, but also seeks to gain the favour of the King
- the letter is valuable as it is written to Cromwell which reinforces that Cromwell was personally supervising the sale/gifts of monastic property.

Content and argument

- the source is valuable as it shows that the purchase, or gifts of land by the King, were widespread in the period shortly after the dissolution of the smaller monasteries and the start of the dissolution of the greater monasteries
- the source is valuable in that Grenville makes his request for property alongside an attack on the monks and suggests that the Bishop of Rome was the anti-Christ. Clearly, Grenville believes that this approach would chime with Henry's views and by favour he will be given property
- Grenville emphasises that he is not doing this from greed. This is valuable as it demonstrates that such a criticism was being levelled by contemporaries.

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 witness to the suppression of, and reaction to, a Priory Church. However, the source is written from memory and the account may be distorted through time. There may be exaggeration. The source is a description of one example
- on one level the tone is factual; it gives an account of the events. The source is valuable in showing attitudes: the choice of adjectives is clearly critical of the women – ‘hurled’, ‘sought refuge’
- the source is valuable as it is an account given by a person of authority and standing in the City who is likely to uphold law and order and be against any challenge to the work of the authorities.

Content and argument

- the account is valuable as it shows that the attacks on the fabric of the monasteries included an overt attack on what would be considered most sacred by the congregations. After 1536 there was a policy of attacking images in churches
- the source is valuable as it demonstrates that the work of those who were suppressing the monasteries was physically opposed. Other sources suggest that ordinary people went along with the suppression and were willing to benefit
- the source is valuable as it describes the involvement of women and their active participation in opposition. The majority of evidence suggests that opposition was mainly peaceful and by men.

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 evidence for the widespread distribution of property and the actions taken by the political nation. It is also clear evidence of Cromwell’s involvement. Alternatively, students might suggest that Source B is of greater value as it shows an element of the dissolution which is not usually recorded.

Section B

0 2 'By c1529, attacks on the behaviour of the clergy and the practices of the Church were the most serious challenges faced by the Church in England.'

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 by c1529, attacks on the behaviour of the clergy and the practices of the Church were the most serious challenges faced by the Church in England might include:

- attacks on pluralism, particularly from educated members of the laity, presented a serious challenge to the organisation of the Church and the means by which the parish system could be supported
- attacks by, among others, Simon Fish on the system of tithing and the payment of Peter's Pence etc challenged the means by which the Church was funded and was viable
- attacks on the behaviour of priests, for example, tales relating to issues of morality and sexual misconduct were widespread
- attacks on the system of benefit of clergy (as exemplified by the Hunne case) was seen as an attack on the probity and power of the clergy.

Arguments challenging the view that by c1529, attacks on the behaviour of the clergy and the practices of the Church were the most serious challenges faced by the Church in England might include:

- the main challenge to the Church c1529 came from the new religious learning, for example the followers of Luther who attacked key elements of Catholicism, for example the role of the priests particularly in being between God and Man
- Lollards and Tyndale believed that the Word of God should be available to all through a vernacular translation of the Bible
- the debate surrounding the case for the annulment also presented an attack on the authority of the Church
- it could be argued that those who criticised the practices of the Church wanted reform from within rather than the destruction of the Church. Many of those who were critical of the Church were those who had benefited from the growth in literacy. Attacks on the Church had been present for centuries.

Criticisms of the Church had been apparent for many years. The criticisms became serious when they were used to harness opposition for another purpose, either to justify a reformed religion (Lollardy or Lutheranism), or to provide support for a challenge to the Church's authority, as was seen in Henry VIII's desire to achieve the annulment.

0 3 'By the end of 1536, Henry VIII had made a complete break with Rome and its teachings.'

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 by the end of 1536, Henry VIII had made a complete break with Rome and its teachings might include:

- Henry VIII had secured the legislation through Parliament to establish an independent Church of England
- by 1536, Henry VIII had secured the agreement of the political nation and had removed opposition through executions and suppression. The Pilgrimage of Grace had failed
- the Ten Articles challenged key tenets of the Catholic Church and was seen by Cromwell to establish a doctrine for the newly established Church of England.

Arguments challenging the view that by the end of 1536, Henry VIII had made a complete break with Rome and its teachings might include:

- there was still active opposition to the break with Rome from the Papacy. The Pope was to order a crusade against England and excommunicate Henry. There was support for England to return to Rome in the French court and that of the HRE
- although the Act to dissolve the smaller monasteries had been passed, the potential existed to undermine further legislation. The legislation was only passed for the suppression of the Greater Monasteries after they had been closed down
- the doctrine of the Church of England was not formally established – the Act of Six Articles re-established key beliefs of the Catholic Church
- Princess Mary provided a focus for those who wished to return to Rome. This had been clearly evidenced by the demands of the Pilgrimage.

By the end of 1536, legislation had been passed which had created a separate Church of England. However, links still existed between the larger monasteries and their mother houses in Europe. There was also significant support for a continued link with Rome within England. Although there had been an attempt to establish a doctrine for the newly created Church, as seen in the Ten Articles, the teachings of the Church were still catholic. This was made clear by the subsequent Act of Six Articles.