



General Certificate of Education

AS History 1041

Unit 2: HIS2B

The Church in England:

The Struggle for Supremacy, 1529–1547

Mark Scheme

2009 examination - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Set and published by the Assessment and Qualifications Alliance.

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

Specimen Mark Scheme for examinations in June 2010 onwards
GCE AS History Unit 2: Historical Issues: Periods of Change**HIS2B: The Church in England: The Struggle for Supremacy, 1529–1547****Question 1**

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to attitudes towards the clergy before the Reformation. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Candidates will see differences between the two sources but also some similarities. Both Sources A and B consider the wealth of the clergy and the tithes which they collected. Source B develops the contrast between the idle clergy and the hardworking peasantry; the clergy even took from poor widows. Whilst Source B places the blame squarely on the clergy, Source A argues that the clergy were the focus of the resentment; the real wealth and power lay with the Church. Source A also makes a distinction between the wealth and the luxuries enjoyed by the higher clergy and this clergy in general, Source A admits that some clergy failed to live up to high expectations. A significant difference is that Source B identifies that the clergy are not satisfied with taking from the poor widows they wished to suck all the power from the king.

Candidates will need to explore the context of these two views. The author of Source A is seeking as a historian to explain why the criticisms were being made against the clergy,

whereas Source B is a contemporary source identifying a list of complaints against the clergy but is also trying to give weight to its argument by making a political point.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How far was the legislation which created the royal supremacy motivated by a desire to reform religion?
(24 marks)

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

- | | | |
|------------|---|--------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. | 1-6 |
| L2: | Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. | 7-11 |
| L3: | Answers will show a developed understanding of the demands of the question using evidence from both the sources and own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. | 12-16 |
| L4: | Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. | 17-21 |
| L5: | Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. | 22-24 |

Indicative content

Candidates are expected to be aware of the reasons for the legislation passed by the Reformation Parliament. There will also be an awareness that what began as being motivated by one issue developed and was motivated by other aims.

The most commonly held view was that the key purpose of the legislation was to enable Henry to divorce Catherine of Aragon. Pressure had been placed upon the pope through the charge of the Praemunire etc. The legislation which was passed incrementally, as indicated in Source C, suggested that it was hoped the pope would be browbeaten and grant the annulment, at which point the legislative process would be halted and the relationship with Rome re-established.

The alternative view, indicated by this question, is that the Parliament was prepared to support the legislation to gain control over the powers and property which were controlled by Rome and to reform religion and religious practices. This was part of the increasing anti-clericalism which objected to abuses such as pluralism and clerical absenteeism, as well as excessive clerical taxation, mortuary fees and tithes. Source C refers to absentee bishops which was a long-standing source of anti-clericalism and suggests that some of these issues were addressed by legislation passed by Parliament. Both Sources A and B identify the concerns of the population in the 1520s as to the belief that the clergy were taking property away from the poor.

Both views are concerned above all with the extent of the power of the monarch and the obedience which he could expect either in matters temporal and/or spiritual. Henry may have been forced into breaking with Rome to ensure the succession but, as Sources B and C suggest, at a key point in the process, the issue of the succession and the response of the pope to this became linked with the issue of Henry increasing his power.

Question 2

03 Explain why the larger monasteries were dissolved in the late 1530s. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- | | | |
|------------|--|------------|
| | Nothing written worthy of credit. | 0 |
| L1: | Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. | 1-2 |
| L2: | Answers will demonstrate some knowledge and understanding of the demands of the question. They will either be almost entirely descriptive with few explicit links to the question or they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. | 3-6 |
| L3: | Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may | |

not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised.

10-12

Indicative content

The reasons for the dissolution of the monasteries have been a major historiographical debate, which up until the 1980s focused on conflicting views about the probity of monks. Whilst the evidence recorded by Cromwell's 'visitors' is seen as important, it is more commonly regarded as a smoke screen to obscure other motives. Clearly whilst an Act was passed in 1536, many of the larger houses surrendered 'voluntarily' and the second act passed in 1539 legitimised the voluntary surrenders.

Reasons include:

- the success in achieving the dissolution of the smaller monasteries
- some of the most vociferous opponents to Henry's legislation had come from the monastic houses, particularly the Carthusians
- Religious Houses were being dissolved in Germany
- Erasmus and Tyndale were critical of the monastic life
- monasteries held allegiance to Rome and abbots were influential in the House of Lords. Whilst monasteries remained, the influence of Rome continued in English politics
- the financial resources were huge. They could provide the war chest necessary to defend England should Francis I and Charles V follow the pope's command to attack England in the name of the Catholic Church
- A G Dickens suggested that Cromwell's aim was to endow the crown in perpetuity.

Question 2

04 'The main consequence of the dissolution of the monasteries was an increase in the power of the nobility.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit.

0

L1: Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited

understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

The answer to this part should focus on the consequences of the dissolution in the context of the changes. The focus of the question is on the extent to which the power of the nobles increased or whether other consequences were more significant. Candidates should differentiate between the different factors and their significance in the short and longer term.

- The destruction of the monastic buildings and the sale/vandalism of devotional property was an immediate consequence of the dissolution
- 8000 monks and 2000 nuns were made homeless. The monks tended to find employment as priests; the nuns became dependent on their families
- the poor were forced to find alternative sources of support. It is possible, however, to exaggerate the increase in begging and vagrancy which occurred.

In the short-term the main beneficiary was Henry VIII both in terms of power and wealth:

- Henry increased his power through the acquisition of monastic lands; not only did he remove the abbots from the House of Lords he gained authority over the property of the localities, which they had controlled
- the wealth which was gained by Henry was used in defence, particularly on the south coast, e.g. defending the Falmouth roads. He was also able to attack France, using the wealth of the monasteries to achieve the capture of Boulogne and to launch attacks on Scotland.

In the longer term the main beneficiaries were the nobility:

- Henry was forced to sell half of the monastic lands, which he had acquired at the dissolution in order to finance the attacks on France and Scotland. This led to a major transfer of power at a local level. Evidence suggests that there was a limited transference of power down the social scale and that the bulk of the property was bought by nobles such as the Duke of Norfolk, who used the influence gained to build up support and to extend political patronage.

Question 3

- 05** Explain why Henry VIII and his government sought a marriage alliance with Cleves in 1539. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Answers to this question will show understanding of Henry's domestic concerns and also the complex situation on the continent, which explain why Henry sought to find support from those outside of the Habsburg-Valois-Stuart grouping.

- There were papal demands for a Catholic crusade to invade England and defend the Catholic faith. This was particularly threatening as a ten year truce had been signed between Charles and Francis which also had Scottish support. Henry was forced onto the defensive and to seek new allies
- Charles V, England's natural ally against the French, had been alienated by the Divorce. Charles V was facing problems with the Protestant Princes in the Holy Roman Empire who had formed the Schmalkaldic League. Cleves was not a member of the League, but was strategically placed in the Northern Rhine; a link between Cleves and England would present a challenge to Charles V
- England was militarily weak. Money was spent on defences but before 1540 England was not in a sufficiently strong position to muster an army
- Thomas Cromwell favoured strengthening alliances with Protestant princes due to his own religious views. The Duke of Cleves was not Lutheran which made such an alliance acceptable to Henry VIII. Like Henry, the Duke of Cleves was more concerned with maintaining his independence over his church

- following the failure of Anne Boleyn to produce a male heir and Jane Seymour's death after the birth of Edward, Henry need to marry again to secure further sons and the Tudor dynasty.

Question 3

- 06** 'Henry VIII's foreign policy in the 1540s was a complete failure.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

This is clearly a subjective statement but Henry's ambitious foreign policy can be seen not only in terms of its outcomes but also in terms of its aim and short-term gains. However, the ultimate contemporary verdict by Gardiner suggests that despite ambitious aims and some initial success the long-term outcome was a failure in both military and financial terms. By 1547 Henry had no diplomatic allies, was bankrupt and had lost his flagship the Mary Rose.

- Attack on France: the plan for invasion was based on a joint operation with Charles V which had as its aims the capture of Paris. Such an ambition had the potential to achieve many of Henry's aims for re-asserting his claim for the French throne. It also offered the opportunity of military experience/glory to the English nobility/gentry. However, despite being the largest army to leave England, the campaign was derailed by the speedy peace-making of Charles and Francis and the slow progress of Henry and his aged commanders.
- The capture of Boulogne: this was seen as a main prize by Henry and evidence of his military might. It was also a means by which he could exert pressure on the French for the repayment of the outstanding arrears in the French pension. The payment of the arrears of £205,379 was achieved. However, Boulogne was virtually indefensible. The Treaty of Camp gave Henry control for only eight years. The cost of garrisoning was huge at approximately £130 000 per year. The capture of Boulogne prompted French raids on the south coast.
- Ambitions to subdue Scotland: this may have been more to do with breaking the alliance between France and Scotland than an attempt to gain actual power over Scotland. Henry was clearly outraged by James's failure to meet him at York. The early raids in October 1542 followed by the Battle of Solway Moss were certainly successful. The death of James V, the election of a seemingly pro-English Regent and the signing of the Treaty of Greenwich as a basis of the marriage of Mary and Edward seemed to be a major success. However, Arran was playing Henry along. The Scots parliament repudiated the Treaty and the link to France was re-established. Henry had been outmanoeuvred and the cost of maintaining the English garrison under Hertford was huge.