



**General Certificate of Education
January 2013**

AS History 1041

HIS2B

Unit 2B

The Church in England:

The Struggle for Supremacy, 1529–1547

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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.

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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

January 2013

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 the coronation of Anne Boleyn. (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

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 levels scheme.

Students will be able to identify the differences between the views of the two sources. For example:

- the descriptions of the event are markedly different: Source B states that the coronation began with a 'triumphant progression from Greenwich to the Tower by river'. Source A gives an overtly different impression of the proceedings using the descriptive words 'cold', 'thin' and 'unpleasant'
- the two sources differ in their views about the relationship between the coronation and the break with Rome: Source B states that 'Henry was confirming the new order'.

Source A denies that the 'new order was confirmed' suggesting that opposition to the new order – increased 'indignation...increased by half since that event'.

Students will need to apply their own knowledge to explain these differences. They might for example, refer to:

- Source A is the view of the Spanish Ambassador. Students will be aware of the negativity of the Spanish because of Catherine of Aragon. The negativity of the Ambassador is clear – 'the crown did not fit well'
- Source B does attempt balance. It describes what Henry's intentions were and what happened – 'it made sure that everybody...and apprentices of the city, witnessed Anne becoming queen'
- students will be aware of the controversy of the coronation and Henry's determination to use it to show support for his marriage and the break with Rome.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources clearly demonstrate that the coronation was linked to the break with Rome – 'seal on the new order', 'attitude hardens'
- both sources have the view that there was hostility to Anne – 'No-one cried God Save the Queen' (Source A) and Source B has the view that Anne had become queen in the face of public opinion
- both sources stress the contemporary importance of the coronation to be witnessed by all sectors of society (Source B) 'common people... all the rest' (Source A).

In making a judgement about the degree of difference, students may conclude that the sources have some broad agreement about the significance of the coronation but differ as to the impact on those who witnessed it.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was opposition to the break with Rome for Henry VIII's government in the years 1533 to 1535? (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

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A:** In seeing opposition as significant, this includes the view of the Spanish Ambassador who was informing the Holy Roman Empire and had significant influence on the Pope and Christendom.
- **Source B:** This makes reference to the wide range of those who were included in the coronation. It makes a clear link between the action of Parliament and the coronation.
- **Source C:** This source refers to key individuals who had significant influence and sought to oppose the action of the King – More and Fisher, Princess Mary, Charles V and the Spanish Ambassador. However, it clearly makes the point that Henry had used parliamentary legislation to consolidate his power through the Act of Supremacy. The use of parliamentary legislation was far more significant than any objections which could be raised by individuals.

From students' own knowledge:

Factors suggesting that opposition was significant might include:

- the action of Thomas More and Cardinal Fisher in being prepared to die rather than swear the oath. This created public sympathy which was particularly significant amongst the devout
- a similar impact was achieved by the refusal of the Carthusian Monks to swear the oath. The cumulative impact of opposition from those who were admired for their belief was very significant in undermining support for Henry's actions. The brutality of his treatment of those who opposed was also significant
- whilst Elizabeth Barton could be portrayed as a fantasist, she had a great deal of support in sectors of the court – especially those who were linked to the Aragonese faction
- the fear of London Merchants that Henry's action in breaking with Rome would lead to them being closed out of the Antwerp market was very significant. Many of these might have agreed with the attack on the papacy but feared that the impact on Holy Roman Empire would have significant economic repercussions for English Trade.

Factors suggesting that opposition was not significant might include:

- Henry was able to deal with opposition by legal means. Those who refused to swear the oath were breaking the law and their opposition was legally punishable by death
- all the actions taken by Henry VIII and his government were given legitimacy by Parliament. Although those who were in opposition may have regarded his action as that of a tyrant, everything was supported by Parliament
- opposition by foreign powers was not really significant; trade was too important and invading England had little real support when the focus was on the wealthy Italian states.

Good answers are likely to/may conclude that the opposition to the break with Rome was short term and dealt with in a brutal but effective way. Through the use of parliamentary legislation 'the English Reformation under Henry VIII created no victims, only martyrs'.

Mark by level descriptors to reward students who take a different approach, e.g. other factors which were important to Henry's government in these years:

- succession
- imperial power
- finance

Question 2

- 03** Explain why Cromwell held talks with the German states of the Schmalkaldic League.
(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

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.

Answers should include a range of reasons as to why Cromwell held negotiations with the Schmalkaldic League in 1538.

Students might include some of the following factors:

- England had relied on the enmity of the Holy Roman Empire and France. In 1538 they agreed on a ten year truce. The Truce was regarded as a major threat to England
- Henry VIII had been excommunicated by the Pope who had called upon France and the Holy Roman Empire to mount a crusade on England to bring her back to allegiance to the Papacy
- the Princes who had broken with Rome had formed a defensive alliance against the Holy Roman Empire; the Schmalkaldic League sought to defend their religious independence, with military force if necessary, against the Holy Roman Empire. Cromwell was attracted to links with the League because of its overt, and his covert, religious views.

Allow – Anne of Cleves part of Schmalkaldic League as half a point.

OR Students may refer to some of the following long-term factors:

- Henry VII had spent the majority of his inheritance on previous wars with France; he had little money to defend England from the potential attack from the continent, or to build defences
- Henry VIII and Cromwell clearly recognised the vulnerability of England following the break with Rome and the dissolution of the monasteries.

And some of the following short-term/immediate factors:

- the signing of the Treaty of Nice formalised the agreement between the two strongest powers and was accompanied by the withdrawal of the French and Imperial Ambassadors from England.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example the vulnerability of England to attack by France and the Holy Roman Empire was the result of the break with Rome, which in some respects was the result of the powerful relationship between the Pope and Holy Roman Empire. The Treaty of Nice was clearly the most important reason for Cromwell's actions.

Question 2

- 04** 'Between 1536 and 1540 Cromwell was responsible for a revolution in government.'
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

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 should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- the power of the King was significantly increased by the abolition of sanctuaries, franchises and liberties
- parliamentary representation and English law was extended to Wales and Calais
- the monasteries were dissolved to increase the finances of the King
- the dissolution of the monasteries removed the influence of the abbots from Parliament and the influence of foreign powers in England
- four new departments of finance were established.

Evidence which disagree(s) might include:

- the departments of finance were very *ad hoc* and were amalgamated in the 1540s
- there was little re-organisation in the administration of government
- the nobility continued to wield a large amount of power in the localities; their authority was reinforced through the acquisition of property through the dissolution.

Good answers are likely to/may conclude that the most significant changes to government came not through the work of Cromwell between 1536 and 1540 but through the break with Rome, which gave substantial power to the King in relation to both temporal and spiritual issues.

- Mark by level descriptors to allow credit for different interpretations, e.g. who was responsible.
- Do not reward students who interpret question **against** government, e.g. write an essay about POG.

Question 3**05** Explain why the King's Book was produced. (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****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.**

Answers should include a range of reasons as to why the King's Book was written.

Students might include some of the following factors:

- the fall of Cromwell marked an end to significant religious movement away from Catholic theology and the increased influence of Catholics such as the Duke of Norfolk
- Henry VIII felt that the Bishops' Book had failed to stress the seven sacraments, the creed and the Six Articles
- Henry VIII sought to re-establish links with the Holy Roman Emperor for a joint attack on France.

OR Students may refer to some of the following long-term factors:

- the break with Rome had allowed significant religious innovation in an attempt to reinforce the powers of the King and to establish the Church of England. These structural changes had allowed doctrinal changes which were unacceptable to Henry VIII

- there were clear examples of people challenging the beliefs which Henry VIII was committed to, such as John Lambert. The opportunity to read the Bible in English had led to questioning of beliefs which Henry VIII supported.

And some of the following short-term/immediate factors:

- it is difficult to know how far the accusations of heresy against Catherine Parr and the Prebendaries plot encouraged Henry VIII to assert the beliefs of *A Necessary Doctrine and Erudition for any Christian Man*. These were key issues at the same time but were not fully resolved.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Henry VIII believed that he had enabled the challenge to fundamental religious beliefs and that his power could only be strengthened by restating Catholic principles.

Question 3

- 06** 'The final years of Henry VIII's government were dominated by factional rivalry.'
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

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 should be able to make a judgement by balancing points which agree with the view.

Points/factors/evidence which agree(s) might include:

- distinct groupings within the court have been identified which have been termed as factions with clear agendas and an antagonism towards each other. This period has been seen by such historians as an attempt to gain precedence

- Henry's last speech to Parliament suggests that he was aware of groups speaking against each other. (This could be interpreted differently)
- Henry VIII was paranoid and regarded everyone with suspicion. There clearly were groups vying for his attention wishing to promote their own personal agendas. There is some evidence of a lack of a clear agenda in religious policy – Anne Askew/The Dissolution of the Chantries
- the Duke of Norfolk and the Earl of Surrey clearly were attempting to challenge the authority of the King. The action of the Earl of Surrey, his death and the imprisonment of Norfolk significantly weakened the influence of the conservative faction
- Paget and Denny did gain significant authority over the King during his final illness and their acquisition of the dry stamp gave the reformist group the ultimate authority which may have resulted in the changing of the King's will.

Points/factors/evidence which disagree(s) might include:

- the dominant preoccupation during this period was foreign policy; the defeat of the French and the Scots, the occupation of Boulogne, a war on two fronts and the financial problems created
- Henry VIII was ultimately in control and directing policy. His key policy was to protect the Church of England during the minority of Edward, and for this reason he favoured the religious reformists such as Paget whilst attempting to keep the conservatives as part of the government in order to protect Catholic doctrine.

Good answers could emphasise either interpretation but need to consider both sides.