



**General Certificate of Education  
June 2013**

**AS History 1041**

**HIS2B**

**Unit 2B June 2013**

**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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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)**

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**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

June 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 leadership of the Pilgrimage of Grace. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

	Nothing written worthy of credit.	<b>0</b>
<b>L1:</b>	Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b>	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.	<b>3-6</b>
<b>L3:</b>	Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b>	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.	<b>10-12</b>

**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 need to identify differences between the views of the two sources. For example:

- Source A has the view that the Pilgrimage was led by the gentry and the nobility because the commons believed that they should lead them. Source B has the view that the rebellion came overwhelmingly from the ordinary people but that later the gentry seized control
- Source A argues that the nobility were motivated by Court politics whereas Source B states clearly that the rising was not organised by a court faction

- Source A argues that the gentry became leaders to maintain law and order, whereas the view of Source B is that the gentry tried to gain concessions for the commons after they had secured a grip on the movement.

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

- there were nine hosts; there was not simply one pattern of leadership, or role for the commons/nobility
- historians have chosen to place difference emphases on what happened, particularly the difference between high politics/low politics
- the gentry and the nobility tried to justify their actions to avoid charges of treason.

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

- the rising involved people from all social groups – it was not simply a rising of one sector
- both sources agree that the commons tried to persuade the gentry to lead them.

In making a judgement about the degree of difference, students may conclude that the two sources agree that the nobility/gentry had a significant role in the Pilgrimage but disagree as to what that role actually was.

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

How important was religion as a cause of the Pilgrimage of Grace? (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**

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## 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:** MacCulloch suggests that religion was significant in that Princess Mary, who was the most potent symbol of the link to Rome, was the focus of noble support. However, this source downplays the role of clergy in leading the Pilgrimage.
- **Source B:** Hoyle argues that rumours about the attack on parish churches, particularly the confiscation of Church goods and the taxation of baptism, caused the Pilgrimage of Grace
- **Source C:** Davies argues that religion was an issue which would rouse the commons, because the laity had invested so much into their parish churches. His argument implies that this was the unifying reason but not the only reason for the rising.

From students' own knowledge:

Factors suggesting [*focus*] might include:

- attack on the monasteries by the government and the demand that the dissolution should be halted
- the demands made by the Pilgrims in the Pontefract Articles – significant focus on religious issues
- the banner of the five wounds which was carried in front of the Pilgrimage
- fear for attacks on parish churches.

Factors suggesting [*other factors/alternative view*] might include:

- social and economic reasons – inc enclosure, Statute of Uses, high prices
- political reasons – dislike of Cromwell/Rich
- political reasons – the Aragonese faction.

Good answers are likely to/may conclude that the defence of religion was the issue on which all could agree but that different groups/individuals were protesting against different and particular issues.



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**Question 2****03** Explain why Parliament was called in 1529.*(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 Parliament was called in 1529.

Students might include some of the following factors:

- need to take action against Wolsey for his failure to secure the divorce
- to find some way forward to deal with the failure of the Court at Black Friars and secure the annulment
- to engage the support of the political nation.

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

- traditionally, Henry called Parliament when he needed money. He was struggling to live on his own. The last attempt to raise money had been the failed Amicable Grant.

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

- Wolsey had failed to find a means to achieve the annulment through the established system of the Church Court. Henry was restricted by canon law but Parliament could be used to pressure the Pope
- accusations of Praemunire against Wolsey suggested that he had put the wishes of Rome against the needs of England. Parliament was the body which could enable the monarch to legitimise his superior power
- the Pope was being held by Charles V and Henry needed to apply a comparable pressure to that of Charles V.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might stress that the most important reason was to secure the annulment by harnessing the political power of parliament against the forces which were controlling the Pope.

N.B. Students who focus on the annulment and identify and link reasons which include:

- male heir
- the failure of Blackfriars
- intransigence of the Pope / pressure from Charles V
- pressure from Anne Boleyn

can be credited up to Level 4 if these reasons are clearly linked to the calling of Parliament in 1529.

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**Question 2**

- 04** 'Corruption within the Church was the main reason why the Church in England faced criticism in 1529.'

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:

- clergy and the Church were criticised for such practices as: pluralism, benefit of the clergy, tithes, greedy priests, simony etc.
- there was increased criticism of the Church by those who favoured royal supremacy and the new religious ideas such as Tyndale and Fish
- the Humanists were keen to purify the Church from within, stripping it of all superstitious practices.

Evidence which disagree(s) might include:

- the criticism was particularly focused on Wolsey. He was seen as corrupt but the whole Church was not necessarily seen as corrupt
- the Church was being criticised by those who held new doctrinal views such as Martin Luther. These had a theological basis to their criticisms rather than a belief that the Church was corrupt
- the Catholic Church was actually seen to be robust and the experience of most people was support for the Church rather than criticism.

Good answers may conclude that criticism of the Church was being orchestrated to achieve a political outcome.

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**Question 3**

**05** Explain why England was at war with Scotland in the years 1542 to 1547. (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 England was at war with Scotland during the years 1542–47.

Students might include some of the following factors:

- James V had failed to attend a meeting with Henry VIII at York
- the English had a swift victory at Pinkie and wanted to press home their advantage
- the war was prolonged by the inability of the English to defeat the Scots
- the Scots repudiated the Treaty of Greenwich and Henry wanted to achieve the marriage of Edward and Mary Queen of Scots by 'rough wooing'.

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

- the Auld Alliance which meant that any attack on France would involve the Scots in support
- the border at Berwick was disputed by the two countries

- the claimed suzerainty of English Kings over Scotland.

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

- the death of James V and the lack of a clear and open direction in the regency council in Scotland.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might show that both the reasons for attacking Scotland and the continuation of the war were to prevent the French utilising Scottish power against England.

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**Question 3**

- 06** 'The only achievement of the war against France, by 1546, was the payment of the French Pension.'  
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 that the only achievement of the war against France between 1544 and 1547 was the payment of the French pension.

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

- the payment of the pension of £205,378
- the huge cost of the war £2,144,765
- the failure to defeat the French, the failure of the attack on Paris
- the capture of Boulogne and the cost in maintaining its defence
- the need to fight a war on two fronts.

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

- the securing of an agreement with Charles V which, although short lived, was a recognition of the importance of England in European Affairs.
- the scale of the force taken to France underlined the importance of England's fighting capacity
- the support and participation of the nobility and gentry in the invasion of France
- small scale gains of looting. The victory (admittedly pyrrhic).

Good answers are likely to/may conclude that although the physical gains were outweighed by the cost of the war, the less tangible issues of support and standing were significant.