
A-level **HISTORY**

Paper 2D Religious Conflict and the Church in England, c1529–c1570

Mark scheme

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 Assessment Writer.

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 from aqa.org.uk

A-level History Unit 2 Specimen Mark Scheme

2D Religious Conflict and the Church in England, c1529–c1570

Section A

0	1	With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the fall of Cardinal Wolsey.	[30 marks]
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Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

L5:	Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context.	25-30
L4:	Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context.	19-24
L3:	Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context.	13-18
L2:	The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context.	7-12
L1:	The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context.	1-6
	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.

Source A: In assessing the value of the source, students may refer to the following:

Provenance

- students may comment on the fact that as an MP, Hall's account is of an individual present at the events he describes, although written some time later.

Content and argument

- they should be able to identify, through the language of the source, that Hall had a particular animosity to the Church in 1529: 'complain bitterly'; 'many griefs'; and the claim that the extortions made were contrary to 'all that was right and just'. Students may be expected to deploy knowledge of the context here, to evaluate how valid the criticisms were and how useful the source is. Wolsey is referred to as one of the bishops who extorted monies for probate of wills.

Tone and emphasis

- the source provides a flavour of some of the views amongst MPs, but may be seen as partisan.

Source B: In assessing the value of the source, students may refer to the following:

Provenance

- students may comment on the provenance to the effect that the source is a reflection on events sometime after they took place but it is by George Cavendish who was there at the time.

Content and argument

- there are two relevant parts to this source in relation to the question. First, it provides evidence of the opposition to Wolsey at the opening of the Parliament and the determination of MPs to bring Wolsey down: having failed with Attainder, other methods were then attempted. The second relevant information concerns the loyalty of Cromwell to Wolsey which may be seen as evidence that Wolsey was not without support, a point reinforced by the failure of Attainder.

Tone and emphasis

- Cavendish attempts to engage the reader in an attempt to convince as to the correctness of his interpretation of events.

Source C: In assessing the value of the source, students may refer to the following:

Provenance

- students may comment on the provenance to the effect that, whilst reported some time after the event, it is a speech at the opening of the Parliament by Thomas More. Some information about the position of More may be relevant.

Content and argument

- reference should be made to the ingratiating tone of the speech, clearly in support of the King and his attributes, but also to 'new enormities' recently seen and to the 'rotten and faulty' amongst the King's subjects. Wolsey is directly attacked as the chief corrupter who had deceived the King who, however, had treated him lightly. Students may be expected to deploy knowledge of context to assess how valid this is in relation to Wolsey as Principal Minister. The source is also evidence of the encouragement to reform that was given at the opening of the Parliament.

Tone and emphasis

- this relies heavily on religious imagery.

In summary

- all three sources provide a range of views in relation to Wolsey and the opening of Parliament
- all three sources have particular views and prejudices.

Section B

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- 'Henry VIII's main concern in domestic affairs in the years between 1529 and 1535 was to secure the Tudor Dynasty.'

Assess the validity of 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

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| L5: | Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. | 21-25 |
| L4: | Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. | 16-20 |
| L3: | 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. | 11-15 |
| L2: | The answer is 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.

Students may suggest that the King's main motivation was to secure the dynasty as follows:

- the impetus provided by the need for a divorce from Catherine to the early work of the Parliament and, indeed, the reason for its calling
- legislation such as the Act of Annates, which may be seen as a pressurising the Pope
- legislation such as the Act of Appeals which prevented any appeal against the annulment of the marriage to Catherine
- Acts of Succession which redefined the succession as appropriate.

Students may offer information and argument to suggest that the King's main motivation may not be the need to secure the succession as follows:

- the King was clearly infatuated by Anne Boleyn
- there was considerable anti-clericalism around at this time and this may have been decisive on the King
- the King was influenced by the Boleyn faction which had significant sympathies with the development of Protestantism.

In summary, students may argue that whilst the King was initially motivated by the need for a divorce to settle the succession, he was influenced to varying degrees by other factors which drove the Reformation on in these years.

0 3	How important were concerns about religion in the rebellions of 1549?	[25 marks]
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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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
L4:	Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.	16-20
L3:	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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.	11-15
L2:	The answer is 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

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Students may argue that religion was important in the rebellions as follows:

- the accession of Edward VI marked a triumph for the Protestant faction at court, clearly supported by Somerset
- the 1549 Book of Common Prayer and the dissolution of the chantries indicated that the changes in religion would be towards a more Protestant Church than had existed under Henry VIII
- the Western Rebellion made explicit reference to religion and to the desire to see the restoration of traditional forms of worship.

Students may argue, however, that other factors were more important, or as important as religion:

- there was general economic and social distress at the time as a result of the devaluation of the currency
- Ket's Rebellion seemed to have little to do with religion and was more an expression of social and economic grievances
- in both rebellions the influence of local magnates and their ambitions was important.

In summary, students may conclude that whilst religion was of importance in one of the rebellions, overall, it was not the only factor.

0	4	How far did the Elizabethan Church Settlement reform the Church of England?	[25 marks]
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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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
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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
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Indicative content

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Students may wish to attempt to define what was meant by reform and whether this refers to doctrine and liturgy or wider issues.

Students may deploy the following information to support the view that the Church was reformed in that it became more Protestant:

- Mary's death left England in communion with Rome; Elizabeth immediately made it clear that this would not continue and that authority in Church matters would revert to the 1547 position
- the Church Settlement formalised the break with Rome, re-established the 1547 Book of Common Prayer with an English liturgy and re-established the Bible in English.

Students may, however, argue that, as some contemporaries complained, the Church was 'but half-reformed':

- Elizabeth was determined to achieve a position where most could support the Church and she resisted the demands of those Protestants returning from exile
- thus, Bishops were retained as were aspects of Catholic ceremonial rites and the 1547 Prayer Book was more moderate than the 1552
- Elizabeth did not wish to make 'windows into men's souls'.

In summary, students may argue that whilst Elizabeth ended the relationship with Rome, her Settlement was designed to accommodate as many views as possible and that, to some subjects, the Settlement did not fully reform the Church.

