
AS

History

Religious conflict and the Church in England, c1529–c1570

Component 2D The break with Rome, c1529–1547

Mark scheme

7041

June 2017

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead 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

June 2017

Religious conflict and the Church in England, c1529–c1570

AS History Component 2D The break with Rome, c1529–1547

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining Henry VIII's attitude to religion in the years 1540 to 1543? **[25 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the source is written from one reformer to another; it includes factual material but also offers some opinion – ‘the King wanted to please the clergy’
- the tone is generally non-committal: ‘I could never ascertain’ and ‘I can only guess’. There is an attempt to reinforce the treasonable charges made against the ‘popish priests’, which shows the author’s agreement with Henry’s action. This form of writing may reflect the fear that reformers had of letters sent abroad being intercepted by Henry’s spies. Reformers were particularly wary in the period after the fall of Cromwell in 1540.

Content and argument

- the source refers to a significant incident when six men were executed – three who were acknowledged to be adherents of the old religion and who refused to recognise the King’s supremacy; the remaining three were considered to be reformers. This is seen as a clear statement from Henry that he was Supreme Head of the Church and that his doctrine was essentially Catholic whilst rejecting the authority of the Pope
- the source refers to ‘the clergy’ and ‘obstructive members of the nobility’. This is a clear reference to the ascendancy of the Howards following the fall of Cromwell. The Duke of Norfolk was seen as responsible for the move against Cromwell, not only for political reasons but primarily for religious reasons. The Norfolks promoted Catherine Howard to influence the King to adopt more conservative religious policies. The clergy may refer to Cranmer who preserved his position by reflecting the King’s doctrinal views, but is more likely to reflect the role played by Stephen Gardiner
- the source should be seen in the context of the move away from the Ten Articles and the Bishops’ Book. These had demonstrated the reformist influence on religion, principally by Cromwell. Cromwell had promoted the break with Rome, the dissolution of the monasteries and the placing of the Bible in English in all parish churches. The Bishops’ Book and the Ten Articles had been seen as movements towards the establishment of a doctrine based on salvation by faith. Source A demonstrates that the King was now in control of religious practice.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- as an Act the source uses very formal language and is comprehensive in its coverage to ensure compliance: ‘No printer or bookseller’, ‘no annotations’, ‘not to be read in English’, ‘no women...’
- whilst being clear about the requirements about the content and readership of the Old and New Testaments, the source uses a strong tone to demonstrate the unacceptability of Tyndale’s translation ‘false’, ‘contrary’. It is valuable in that it is clearly stated that it reflects the ‘King’s instructions’.

Content and argument

- the source is valuable in indicating Henry’s assertion of his own doctrinal authority. Tyndale’s translation was seen to be protestant – for example the use of the word love rather than charity, the former suggestive of salvation by faith, the second more reflective of salvation through good works
- the source is valuable for the emphasis it places on the sacrament of the altar – this was key to Henry’s doctrine and had been clearly stated by him at the trial of John Lambert. It was a rejection of the interpretation which had been favoured by Cromwell and which Henry believed had gone too far
- the restriction on the readership of the Bible is useful to understand social relationships/cultural expectations of the time – women whatever rank were seen as equal to serving men. Even yeomen were not allowed to read the Bible. This is even more significant in showing that individual interpretation of the Bible was perceived as very dangerous and threatening to Henry’s authority.

A conclusion which indicates which source may be of greater value, with reason to support this, accepting that any supported argument will be fully rewarded.

Source A is valuable in its illustration of Henry’s determination to create a ‘via media’, a Church in which the king’s supremacy was absolute but which preserved many Catholic doctrines, and religious unity in England. It is a response to religious changes from a group of people whose responses, by their very nature, are difficult to access; the view, however, may be guarded. Source B is valuable as it is reflective of Henry’s own perspective and attempt to control religious beliefs and doctrine. It is the Act by which religious belief was controlled up until Henry’s death. It explains his developing expectations for the Church in Edward’s reign.

Section B

- 02** ‘Opposition to Henry VIII’s attempts to annul his marriage to Catherine of Aragon was stronger at home than abroad.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that opposition to Henry VIII's attempts to annul his marriage to Catherine of Aragon was stronger at home than abroad might include:

- Catherine of Aragon was the greatest opponent to the attempts to annul the marriage. She subverted any attempt. Her opposition culminated with appealing her case to Rome at the Legatine court at Blackfriars
- English opponents included those who believed in the Church's authority on marriage especially in the granting of the original dispensation by Julius II. Examples of this were Sir Thomas More and Bishop John Fisher. Both of these supported Catherine and had moral authority
- Chapuys, the Spanish Ambassador, played a key role in mobilising support for Catherine in the creation of the Aragonese Faction
- direct religious opposition came from Elizabeth Barton and monks, such as the Carthusians.

Arguments challenging the view that opposition to Henry VIII's attempts to annul his marriage to Catherine of Aragon was stronger at home than abroad might include:

- significant opposition to the legislation came from Charles V who used his position in Rome to prevent the Pope granting any concessions to Henry. The Holy Roman Empire had been England's traditional ally but Charles' loyalty to his aunt was stronger and he had control of the Pope, Clement VII, after the Sack of Rome
- the strongest opposition came from Clement VII who was able to frustrate all attempts to grant the annulment. The Pope had granted an annulment to Francis I on much weaker grounds so it would seem that it was his ultimate authority that was manipulated by Charles
- opposition to the annulment came from dissidents in Europe such as Reginald Pole who organised opposition. The European universities were divided over the validity of the theological justification for the annulment posited by Henry VIII
- it is possible to argue that there was support in England for the annulment from key political figures such as the Boleyn Faction.

Students may argue that whilst support for Catherine's actions, i.e. appealing her case to Rome, were the largest obstacle to the granting of the annulment, the real opposition to the granting of the annulment came from Charles V and Clement VII.

- 03** ‘Henry’s need to increase his income was the main reason for the dissolution of the monasteries in the years 1535 to 1540.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that Henry's need to increase his income was the main reason for the dissolution of the monasteries in the years 1535 to 1540 might include:

- the monasteries were very wealthy. This was both in terms of the land and property held and also their yearly income – that of Glastonbury was £3912 p.a. before taxation. The wealth of the monasteries had been evaluated by the recent valor ecclesiasticus
- Henry had dissipated his father's legacy on wars with France early in his reign and was virtually bankrupt. The requirement to build defences following the threatened papal crusade demonstrated that Henry's income did not meet his potential expenditure
- Parliament had been very reluctant to grant taxation as witnessed by the extra parliamentary Amicable Grant of 1525; legislation passed by the Reformation parliament was thought to increase the King's income; some members of Parliament feared that the King would become financially independent
- Henry's financial needs increased further – by the late 1530s he had an identifiable need to reward the nobility – the birth of Edward, the experience of the Pilgrimage of Grace, and the desire to mount a further invasion of France.

Arguments challenging the view that Henry's need to increase his income was the main reason for the dissolution of the monasteries in the years 1535 to 1540 might include:

- to contemporaries, the dissolution appeared to be a response to the corruption of the monasteries as demonstrated by the evidence collected showing sexual impropriety, false relics and greed. Evidence also suggested that the monasteries challenged the religious doctrine of the break with Rome
- there was considerable disquiet about the loyalty of the monasteries – this was demonstrated by the role which some had played in the Pilgrimage of Grace, the political role of the abbots in the House of Lords, particularly in relation to the mother houses being situated in Europe
- the original dissolution of the smaller houses could be seen as a continuation of a policy initiated by Cardinal Wolsey. The dissolution of the smaller houses had been justified by the argument that such action would enhance monasticism – that argument had disappeared by 1539
- the defeat of the Pilgrimage of Grace meant that there would be little opposition if the larger houses were dissolved.

The dissolution of the monasteries should be seen in two phases. The dissolution of the smaller houses may have been the result of viability and religious weaknesses. However, the defeat of the Pilgrimage of Grace opened further options for Cromwell and Henry at a time when financial demands were so much greater.