



A-level HISTORY 7042/2D

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 0 4 2 / 2 D / M S

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 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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 Dissolution of the Monasteries in England.

[30 marks]

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 this source, students may refer to the following:

Provenance, tone and emphasis

- the source is valuable as it is a contemporary account of the main features of the monasteries on which the decision to dissolve was made
- the source is limited to the accounts of commissioners surveying monasteries in Yorkshire
- the tone is factual; the precise nature of the information given is valuable to an historian explaining why the dissolution was supported
- the emphasis is on the features which balance the attraction of dissolving the monasteries – income and the failings of the monasteries. This is valuable in demonstrating what was considered important at the time.

Content and argument

- the source is valuable as it provides details of the smaller monasteries which were considered for dissolution, but it is limited in the range of information selected and only refers to five religious houses
- the source is valuable in identifying the incomes of the monastic houses which illustrates the relative gains which might be made from the dissolution of monasteries. It is limited in that it doesn't identify the possessions of the monastic houses, such as land, which was one of the attractions of the Dissolution
- the source is valuable in demonstrating that by 1536, traditional practices, such as pilgrimages were being re-branded as superstitions. It presents a limited picture which is intended to gain support for the dissolution
- the source is valuable in presenting the main attributes which Henry's government considered important in gaining support. It is valuable in showing the original founders of the monastic houses and that Henry VIII was prepared to benefit from the houses founded by members of the nobility.

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

Provenance, tone and emphasis

- the source is valuable as it has an emphasis on the differences between the lesser and greater monasteries
- the source is valuable as it is an extract from the Act of Parliament presented to the Houses of Lords and Commons to gain support to dissolve the lesser monasteries
- the source is contemporary to the dissolution of the lesser monasteries; it indicates that at this stage the dissolution of the greater monasteries was not being considered
- the tone of the source is legalistic. It is valuable in explaining exactly the rationale; it is intended to prevent any challenge.

Content and argument

- the source is valuable as it presents the reasons that Henry VIII and his advisers gave for the dissolution of the lesser monasteries. It is limited as it is not clear how far these represent the full picture
- the source is valuable as it presents the intentions in an Act of Parliament which require support to pass into law, but also includes a statement that the King can act in this matter without such support
- the source is valuable as it appears to demonstrate the extent to which Henry VIII was personally involved in decisions about the Church and his views on doctrine. It is limited in that it is not clear as to how far these were his views, or those of Thomas Cromwell
- the source is valuable as it shows that in 1536 the greater monasteries were not threatened but were valued.

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

Provenance, tone and emphasis

- the source is valuable as it is a letter from Henry VIII to Ralph Sadler outlining the procedure used for the dissolution of monasteries in England
- the source was a private letter to Ralph Sadler and, as such, the contents were not expected to be widely known, beyond the recipient
- the source is valuable as it was written after the successful dissolution of the monasteries in England but it omits some serious consequences of the Dissolution such as the Pilgrimage of Grace
- the tone of the letter is confident and confidential. It is valuable as it shows how important the Dissolution was to Henry VIII, but limited in that he omits Cromwell's role.

Content and argument

- the source is valuable in that it gives Henry VIII's account of methods by which dissolution can be secured. These were the ones proven to be successful; it is limited in that it doesn't outline what reasons were given at the time
- the source is limited in that it is clearly intended to demonstrate Henry's achievements, rather than present a balanced view which might indicate problems
- the source is valuable as it shows the devious methods which Henry VIII and his advisers used. It stresses the role of Commissioners and the importance of support from the nobility
- the source is valuable as it stresses the importance which Henry places on providing an income for the monarch. This demonstrates the selectivity of Henry's account – income was not stated as a benefit when the legislation was presented to Parliament – this might have reduced support.

Section B

0 2 'In c1529, the role of the Church in government was more important than its social role.'

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

- 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.

Arguments supporting the view that in c1529, the role of the Church in government was more important than its social role might include:

- Henry VIII's position was validated by the Church, originally in the coronation and through being a prince in wider Christendom. Without papal support for his actions, Henry VIII was open to challenge from within the country and from foreign powers. Henry VIII's dependency on support from the Papacy was evident in the search for the annulment
- Church Law was important for political stability. Obedience to the monarch was upheld by the Church
- the Church provided key advisors for the monarch, in particular Cardinal Wolsey who was both first minister and Legatus a latere. Wolsey, as Lord Chancellor, had ultimate authority over the legal system. He was particularly influential in foreign affairs
- the Church provided financial support for the government. Henry VIII struggled to raise sufficient finance through taxation. Henry received £12 500 per year from Church taxes.

Arguments challenging the view that in c1529, the role of the Church in government was more important than its social role might include:

- most communal activities were based around the Church – guilds, church ales etc. These were particularly important in social cohesion. Examples could be given such as Corpus Christi processions
- behaviour was controlled by the Church, through the Church's teachings. The ten commandments provided clear guidance as to acceptable behaviour in society
- the Church provided priests for nine thousand parishes throughout England. Offering daily masses, baptisms, marriages, and burials. Rogationtide is an example of the Church's role in agriculture and in establishing the parish boundaries
- the Church provided health and education and support, both in parishes and through the monasteries. Many priests ran schools and were tutors for individuals. Literacy was increasingly important in the development of the professions. Tithes were important in supporting the poor of the parish.

The Church had provided, and continued to provide, activities necessary for the smooth functioning of society. These continued to be necessary c1529. The importance of the growth of property laws made the emphasis on literacy more significant. However, the most significant development by c1529 was the importance of the role the Church played in government. This was highlighted by the increased tensions between powers and the King's uncertainty over his marriage; the Papacy had the power to refuse the annulment of Henry VIII's marriage.

0 3 'The failure to secure the succession of a protestant monarch in 1553 was due to the mistakes made by the Duke of Northumberland.'

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

- 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.

Arguments supporting the view that the failure to secure the succession of a protestant monarch in 1553 was due to the mistakes made by the Duke of Northumberland might include:

- the establishment of a protestant state by Northumberland had been achieved through legislation but he had not made it secure throughout the country. This was partly due to the length of time but also due to the unpopularity of the measure in many areas of the country. There was insufficient support for the continuation of a Protestant Church of England when Edward died
- the Device for Succession, written by Edward, had not been ratified by Parliament. The Duke of Northumberland mistakenly believed that the legislation making Mary and Elizabeth illegitimate had not been repealed. As it was the Third Act of Succession passed in the reign of Henry VIII was valid in determining the succession
- Northumberland chose to marry his son Guilford to Lady Jane Grey. He assumed that the nobility would prefer an English consort to a foreign one. The choice of Guilford was seen as Northumberland attempting to secure the throne for himself
- Northumberland failed to gain the support of the Privy Council in his attempt to protect the Protestant Church established under Edward.

Arguments challenging the view that the failure to secure the succession of a protestant monarch in 1553 was due to the mistakes made by the Duke of Northumberland might include:

- while there had been an attempt to impose protestant beliefs on England, the iconoclastic measures and the financial demands on parishes had been insufficient to undermine the Catholic faith in many areas of the country
- Mary presented her religious views in a conciliatory manner. This contrasted with the claim put forward by Northumberland that she would return England to the bondage of the Antichrist
- there was a strong allegiance to the Tudors and to the succession established by Henry VIII; Lady Jane Grey was seen as a usurper of the legitimate heir
- Mary was shrewd in selecting people and places who would support her cause. She had a firm basis of support in East Anglia and in the Thames Valley. While Northumberland was out of London she used these people to undermine the support of the Privy Council
- Mary was able to use her military resources effectively to force the defeat of Northumberland.

The Duke of Northumberland may have underestimated the strength of support for Catholicism and the Tudor succession in the decision made to crown Lady Jane Grey, and in the direct challenge to Mary. However, the successful approach taken by Mary was built on the longer established foundations of support for traditional religion and the legitimate succession.

0 4 How far did Elizabeth I's religious views influence the development of the Church of England in the first 10 years of her reign?

[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 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.

Arguments supporting the view that Elizabeth I's religious views influenced the development of the Church of England in the first 10 years of her reign might include:

- Elizabeth was not prepared to accept Catholic practices and immediately issued injunctions to ensure that services and the Bible were in English. Elizabeth overcame direct challenges from Catholic bishops to her proposed settlement by imprisoning those who challenged her religious settlement
- Elizabeth favoured a moderate Protestant settlement which retained the Royal Supremacy rather than the more radical Protestant settlement favoured by those who had been in exile which would have challenged the role of the monarch in the government of the Church. This was the basis of the legislation passed, including the Acts of Supremacy and Uniformity
- Elizabeth's view that she did not wish to make 'windows into men's souls' enabled the approach which allowed the majority of people to attend the Church of England. This was enabled further by low recusancy fines
- Elizabeth was determined to uphold the episcopacy and not to accept the demands of the returning Protestant exiles to replace the authority of the bishops with a presbyterian hierarchy.

Arguments challenging the view that Elizabeth I's religious views influenced the development of the Church of England in the first 10 years of her reign might include:

- Elizabeth's pragmatism led her to compromise on some aspects of the settlement. She allowed changes to the Prayer Book to conciliate different religious traditions and to ensure stability
- foreign affairs influenced the Elizabethan religious settlement. Elizabeth was aware of the possibility of invasion by Catholic rulers, especially after the Treaty of Cateau-Cambrésis ended the Habsburg-Valois Wars
- Elizabeth was not able to impose her own religious views and the new liturgy, in every parish during this period. In a considerable number of parishes, the Catholic liturgy continued to be used until the late 1560s
- Elizabeth's religious views were at odds with those of the Marian Exiles, many of whom wished for a more extreme Protestant settlement. She was forced to back down over the retention of the Crucifix by the threatened resignation of Bishops Jewel and Grindal
- the Vestiarian Controversy presented a serious challenge to the Settlement determined by Elizabeth. Elizabeth left the outcome of the controversy to Archbishop Parker

The Church Settlement established following the accession of Elizabeth reflected her religious views. However, although Elizabeth did not wish for there to be any change to liturgy and doctrine following the Settlement, there were significant pressures which required accommodation. Elizabeth was not able in every case to contain these.