



A-level HISTORY 7042/2D

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

Mark scheme

June 2025

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 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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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

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 King's 'Great Matter'.

[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 speech from the King in 1528 and is valuable in demonstrating the King's views. It emphasises the biblical validity of the marriage as the main issue rather than a power struggle between Henry and the Pope in Rome
- the speech is made to those within the country whose support would be needed to secure his ambition. Those addressed are members of the secular establishment, as a counterpoint to the religious. It is limited because not everyone will share this particular perspective
- the source is valuable as it states what Henry VIII presented as his 'official' argument for the annulment of his marriage to Katherine of Aragon. The emphasis is on the lack of legitimacy of the marriage, refers to Katherine as a 'noble woman', denies that she is Queen
- the tone is inclusive through the use of 'our' and through the consequences for 'you and your children'. The tone changes in the final section to emphasise Henry's plight, that the continuation of the Tudors is threatened.

Content and argument

- it is valuable as it suggests that the reasons for the annulment lie in the needs of the country, rather than from a personal perspective. There is an implicit reference here to historical problems when there was not a legitimate male heir. The problems linked to the experience of the Wars of the Roses. This was significant as the male grandchildren of the Duke of Clarence, brother of Richard III – the Poles – were still alive
- the value of the source is limited as it was an exercise in self-justification. The evidence selected is from Leviticus rather than Deuteronomy. It fails to mention his relationship with Anne Boleyn which was a key reason for Henry VIII demanding the annulment
- the source is valuable in identifying that Mary was not legitimate, which ties in with the concerns expressed by the French. Almost from birth, the hand of Mary had been a useful diplomatic tool. Discussions that Mary might marry either Francis I or his son, the Duke of Orléans, failed when the legitimacy of Mary, based on concerns about the validity of the marriage of Henry and Katherine, were questioned
- the source is valuable as it was tailored to those people whom Henry believed that he could rely on for support. He attempted to win the different interest groups by referring to legal precedents and the authority of those who interpreted the law, 'several great Churchmen', which would appeal to the judges; the reference to 'abominably...adultery' would both shock and concern those, such as the nobility, who were conscious of the laws of inheritance.

Source B: in assessing the value of this source, students may refer to the following:**Provenance, tone and emphasis**

- the letter is valuable as it was sent from Cardinal Campeggio, who was trusted by the Pope to negotiate the request for the annulment
- the source is somewhat limited as it was written after the Sack of Rome in 1527, when Clement VII was limited by his imprisonment by Charles V, and before the opening of the Legatine Court at Blackfriars in 1529. Campeggio's view that they 'will endure no delaying tactics...' was not borne out in the short term. Equally, it fails to reflect the actual position in which Clement VII found himself
- the emphasis of the letter is to convey the seriousness of the concerns identified by Wolsey as to the possible implications for Christendom
- the emphasis is also to convey the difficult position in which Campeggio finds himself. The implication is that he needs guidance as to which way to proceed
- the tone of the source is one of serious concern, key words suggest desperation – 'immediate and to infinite dangers', 'annihilated'.

Content and argument

- the source is valuable in showing that Wolsey's tactic was to demonstrate that the Pope's power in England would be annihilated
- the source is valuable as it demonstrates Wolsey's concern for his own position if the annulment is not secured. However, this may be limited by Campeggio's belief that his main concern is for his grandeur, rather than anything more substantial, such as being the Lord Chancellor
- the source is valuable in conveying the desperation of Henry VIII to achieve the resolution of his 'Great Matter'. The allegation is that the affairs of the Kingdom are at a standstill. It was clear that the affairs of the kingdom were dependent on the case. Henry VIII was using all diplomatic efforts and the powers of Wolsey and his advisers to find a solution to the issue of his marriage to Katherine of Aragon
- the source is valuable in its prediction that if the matter was not resolved by the granting of an annulment, it would result in 'infinite dangers'. These dangers were in fact realised when the failure of Blackfriars Court led to the Break with Rome.

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 the Act of Parliament passed in 1533 which prevented Katherine of Aragon appealing to Rome which, in turn, enabled Henry VIII to resolve his 'Great Matter' without the necessity of the authority of the Papacy. An Act of Parliament is made known to all the people in the realm
- the emphasis on the existing powers of English Law, as opposed to interference from the See of Rome, is valuable in demonstrating the context in which the 'Great Matter' was framed. It is clearly stated that there is authentic evidence of the power of the King over matters in his own realm
- the source is valuable as it provides the justification for the Act and giving an account of the circumstances which have led to this point – 'great distress...to the King's Highness and to many of his subjects'
- the tone is clear and unambiguous to ensure that it is legally secure. For example, 'all such cases from henceforth shall be definitively judged and determined within the King's jurisdiction and authority and not elsewhere'.

Content and argument

- the argument which is posited in the first line of the source is limited in veracity, but it is valuable in demonstrating how the government of Henry VIII attempted to justify its action. There is limited evidence of laws to keep the realm free from interference from Rome. Henry VIII sponsored a considerable number of searches in the universities of Europe which were published in the 'Collectanea satis copiosa'
- the argument relating to delays, and the time taken to resolve the issues, was significant. However, it is limited in that it states that the reason for this was because of the inaction of Rome. While the Sack of Rome and the control of the Pope by Charles V were important, the real need to hasten matters was because of Anne's pregnancy
- the argument that dangers have arisen because of appeals to Rome, such as that of Katherine, is valuable in that this supports the need for action to be taken
- the Act is valuable in providing the framework for future legislation – 'all cases...King's jurisdiction' and authority demonstrated the scope of future actions and legislation. The Act links the King's 'Great Matter' to the interests of the people.

Section B

- 0 2** To what extent did the beliefs and practices of the Church of England change in the years from 1536 to the death of Henry VIII?

[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 beliefs and practices of the Church of England changed in the years from 1536 to the death of Henry VIII might include:

- Changes were made to the official beliefs of the Church of England, such as the sacraments and the nature of the Eucharist, from 1536. These beliefs were expressed in the Ten Articles, the Bishops' Book, the Act of Six Articles and the King's Book
- the Royal Injunctions of 1538 required all parishes to have a Bible in English. The Bible commissioned from Miles Coverdale was authorised to be placed in all parish churches. Although, from 1543, there was some backtracking in who was allowed to read the Bible, the requirement to have an English Bible remained in all parish churches
- the Dissolution of the Monasteries threatened the practice and belief in prayers for the dead. The belief that a soul's time in purgatory could be shortened by prayers and masses for the dead was challenged with the removal of chantry chapels within monasteries and the specific role of monks to pray for the dead. This was further reinforced by the dissolution of some chantries from 1545
- the injunction against Pilgrimages was adhered to – a significant challenge to the veneration of saints. The veneration of saints was further challenged by the removal of statues of Our Lady – significant numbers of which were taken to Smithfield and burnt. For example, the statue of Our Lady of Walsingham. Cromwell particularly targeted the removal of superstitious relics which had been a focus of pilgrim's prayers.

Arguments challenging the view that the beliefs and practices of the Church of England changed in the years from 1536 to the death of Henry VIII might include:

- the Act of Six Articles, passed in 1539, confirmed in law the key beliefs of the Church, which reflected the core beliefs of the Church before the break with Rome. The doctrine of transubstantiation was upheld. Communion was to be in one kind, auricular confession was upheld as was the practice of private Mass
- the main services remained in Latin and the Catholic Missal used before the break with Rome was still used
- the initial relaxation of clergy marriage was reversed. The traditional laws against clergy marriage were upheld. Those who had married were forced to renounce their wives and perform an act of penance
- the role of the bishops and parish priests in the practices of the Church remained unchanged. The Church in England remained organised on a parochial basis with overarching organisation based on the two archdioceses of York and Canterbury
- many clergy and laity continued to protect the practices associated prior to Cromwell's injunctions. This was particularly the case in the South-West and northern counties. In many areas outside the South, East and London, it would appear that no change in belief or practices had taken place.

The most significant change in the Church in England was that the Pope was no longer the Head of the Church. That meant that between 1536 and 1547, Henry VIII was able to determine the beliefs and practices of the Church. To a large extent, the beliefs as determined by the Six Articles were consistent with those that had existed before the break with Rome. However, the beliefs and practices were changed by Henry VIII, sometimes, as with the challenge to prayers for the dead, were the result of other factors. The changes in belief and practices were not always accepted by the laity, many of whom continued to worship and believe as they always had done.

- 0 3** 'The strength of Protestantism was the main reason why Mary I failed to fully re-establish Catholicism by 1558.'

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 strength of Protestantism was the main reason why Mary I failed to fully re-establish Catholicism by 1558 might include:

- Protestantism had been established by an Act of Parliament by Edward VI and the changes to the Church had strengthened adherence to Protestant doctrine and Liturgy. It was very difficult to reverse these changes. There was also the issue as to what would replace the legislation passed by Edward
- Protestantism was particularly strong in the South East, East Anglia, and in the Midlands. These areas were strongly resistant to the re-introduction of Catholicism. The South East and the Midlands were represented in the Wyatt Rebellion. Local studies and the popular culture of ballads reinforced the religious views of these areas
- there was strong support for Protestantism among key groups, particularly artisans who were able to read. Their resistance led to a refusal to abjure and ultimately a willingness to be burned as heretics. The vast majority of those burned at the stake by Mary were artisans
- Some leading clerics stood out against the attack on Protestantism. The stance taken by Ridley, Latimer and Cranmer challenged the attempts made by Mary. This was most evident in Cranmer's speech in Oxford. Those who were burned were quickly established as martyrs
- the foreign presses were very effective in circulating anti-Catholic propaganda in England. The presses in Antwerp were able to flood the English market with tracts through the cloth trade.

Arguments challenging the view that the strength of Protestantism was the main reason why Mary I failed to fully re-establish Catholicism by 1558 might include:

- the nobility, and those who had purchased monastic property, were unwilling to support the re-establishment of the monasteries. The monasteries were seen as central to the Catholic faith and key to the dissemination of Catholic teaching, most significantly the importance of purgatory and the role of prayers for the dead
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- Mary did not actually wish to re-establish traditional Catholicism. She and Pole wished to establish a new and distinctive Catholic identity. This would take time and although there was a strong demand for the new Catholic primers, the English press could not publish new texts at the rate which Mary and Pole wanted
- full Catholicism was difficult to re-establish because of the disagreement between Cardinal Pole and Pope Paul IV and the anti-Hapsburg allegiance of Pope Paul IV. The support given to the Hapsburgs by Mary and Pole ran counter to the anti-Spanish stand of Paul IV. Pole was stripped of his title of legate and was unable to install bishops, which meant that, by the time of her death, there were seven vacant dioceses
- Protestantism was not uniformly strong across the country. The areas which were faithful to the old religious ways tended to be in the more remote areas of the country; these areas were isolated and lacked influence outside of their localities
- it could be argued that, given more time, Mary would have re-established Catholicism. She had instituted Catholic beliefs and practices which, had she lived longer, would have been successful.

Religious beliefs were not uniform throughout England. There was a very clear geographical division. The impact of the persecution of Protestants can be overstated; these affected particular groups in specific areas. Mary was handicapped in her attempt to re-establish Catholicism by the Pope, the nobility and by the limited capacity of the presses. However, it is likely that her long-term strategy would have been successful, building on the existing support for Catholicism, had she lived longer and produced an heir.

0 4 How secure was the Elizabethan Church by c1570?

[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**
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- 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 Elizabethan Church was secure by c1570 might include:

- the Elizabethan Settlement was enshrined in parliamentary legislation through the Acts of Supremacy and Uniformity. These had been followed by the Royal Injunctions to enforce the changes. Elizabeth resisted any legal change to the settlement
- challenges from within the Church, such as the Vestarian controversy, in which more radical clergy had challenged the requirements on vestments, had been to some extent overcome. Archbishop Parker had published the Advertisements, offering a compromise within the Church, which was accepted by the majority
- Elizabeth had put down the major challenge to the Church by the Catholic nobility in 1570. The collapse of the Rebellion of the Northern Earls had been followed with swift retribution. Martial Law was imposed and 700 Catholics in the North, who had supported the rising, were hanged. This was a major disincentive to further challenges to the Elizabethan Church
- by c1570, the Elizabethan Church had survived for eleven years – almost longer than Edward's and Mary's settlements together. The longer it survived the more accustomed the laity were to its practices and were less likely to challenge.

Arguments challenging the view that the Elizabethan Church was secure by c1570 might include:

- areas of the country, particularly dioceses which were remote from London, and where the nobility and justices of the peace were sympathetic to Catholicism, continued to use the Catholic Missal; priests in these districts were more likely to adhere to traditional teachings. In these areas, the laity attended Church but did not conform to the teachings of the Church established in 1559
- the arrival in England of Mary, Queen of Scots in 1567 provided an alternative monarch and a focus for Catholics who wished to remove Elizabeth and reverse the changes made to the Church in 1559. Mary, Queen of Scots had the support of Catholic powers who were committed to the overthrow of the Elizabethan Church
- the support given by the commons in the northern dioceses to the rebellion of 1569 demonstrated that the laity were prepared to challenge the liturgy and doctrine of the 1559 Settlement. The holding of the Catholic Mass in Durham Cathedral demonstrated their willingness to overturn what had been imposed. The Catholic challenge to the Elizabethan Church was encouraged by the excommunication of Elizabeth by Pope Pius V
- in 1570, Thomas Cartwright's lectures calling for the abolition of the Episcopacy demonstrated that the Church was being challenged by extreme protestants. The Puritans, and, to a lesser extent, those who promoted the views of the Anabaptists, presented a challenge to the established Church.

To a large extent, Elizabeth I had established and secured her Church in the short term by c1570. Opponents to the settlement had been harshly dealt with, or their concerns sidelined. However, as a result of her actions, Elizabeth had created opposition from the Papacy and foreign powers; she had also created opposition from radical protestants within the country. The presence of Mary, Queen of Scots offered a real alternative to the Church of Elizabeth.