

A-level
HISTORY
7042/2D

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

Mark scheme

June 2021

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.

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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 religious settlement of 1559.

[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 from John Jewel who had studied with Peter Martyr. He was a Reformed Protestant and later became one of Elizabeth's bishops
- the audience is Peter Martyr Vermigli who had been a leading influence on the Edwardian Reformation. Vermigli and Jewel had returned to Switzerland during Mary's reign.
- the source is written at the time the Elizabethan Religious Settlement was being drawn up and it is valuable as it shows the problems faced in achieving the settlement and the difficulties of balancing views of different groups
- the source is limited in what it can tell an historian about the Settlement, as the Acts of Supremacy and Uniformity had not yet been passed
- the tone is personal, but it is also flattering. The emphasis is on the hope that a protestant settlement will be achieved.

Content and argument

- the source is valuable as it illustrates the difficulties which Elizabeth faced, particularly the Bishops' opposition to reform. The Bishops had been appointed by Mary and reflected her religious outlook. The need to gain the support of the Bishops was a key issue for Elizabeth
- the source is valuable as it illustrates the difficulties Elizabeth faced in terms of the pressure placed by foreign powers, particularly Philip of Spain, to continue obedience to the Papacy and the Catholic faith
- the source is valuable as it illustrates something of Elizabeth's views and the influences on her religious thought
- the source is valuable as it refers to the slow progress in achieving the Church Settlement but suggests that this was necessary if Elizabeth was to achieve the settlement Jewel hoped for.

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 is the view of a foreign observer who was used to providing reports for a foreign audience. He would capture key events
- the source may be less valuable as the audience is an Ambassador of a Catholic power and, therefore, his selection of information may give a misleading impression of the extent to which religious change had taken place. The language used is hyperbolic: 'accursed', 'rogues', 'breaking everything into a thousand pieces'
- the date is April 1559. This is valuable as it was written before the resolution of the Elizabethan Settlement and indicates that there was considerable doubt about the outcome

- the source is not without opinion of the author: 'I do not believe...' This reinforces the subjectivity of the source; but is equally valuable in presenting a particular response to events.

Content and argument

- the source is valuable in demonstrating the religious practices of Queen Elizabeth and her willingness, on the most important feast day of the Church, to use the Communion service introduced during Edward VI's reign, rather than that which had the authority of canon law
- the source is valuable in showing a range of responses to the impact of the death of Mary on religious practices: 'things continue as usual'. This goes some way to challenge the view that Mary's reforms had been unpopular
- the value of the source may be compromised by including what could be described as 'hearsay': the actions of the 'rogues' who broke into St Mary le Bow and the destruction of the shrine
- the source is valuable in showing that there was a real debate as to whether Elizabeth should take the title assumed by her father and brother.

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 an extract from the Act of Uniformity which established the Elizabethan Church. This is a legal text which is intended to be unambiguous
- the Act was applicable throughout the country and its dependencies. It was enforceable by law
- the date is 1559. This is valuable as it demonstrates the importance of achieving a settlement for the Church of England – the first major piece of legislation passed
- the source is valuable as the tone is clear and precise. There is to be no element of challenge. The emphasis is on compliance.

Content and argument

- the source is valuable as the Act of Uniformity returned the Church of England's liturgies to a specific state of development – the second Book of Common Prayer of Edward VI, not back to her father's reign as had been suggested by those such as the Venetian Ambassador
- the source is valuable as the introduction of two sentences at the distribution of the sacrament, allowed for the host to be both a memorial and the body of Christ. This was to appease both religious factions
- the source is valuable as it placed into law the use of vestments and church decoration as they were in the second year of the reign of Edward, before the full re-ordering of the Church.
- the source is valuable as it suggests that this was the first stage in establishing the Church. This suggests that Elizabeth was prepared to change and won the support of both sides. In fact, this was a device to gain support. Elizabeth was not prepared to shift from this position throughout her reign.

Section B

0 2 'The most significant demands for reform of the Church by 1529 came from Humanists.'

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 most significant demands for reform of the Church by 1529 came from Humanists might include:

- Thomas More was influential in shaping the minds of courtiers and politicians, through his writings and debate. He advocated a return to the primary texts
- John Colet, as Dean of St Paul's, had significant influence in the demand for reform of clerical behaviour. His calls for changes in the behaviour of priests during his Convocation sermon of 1512 had a far-reaching impact
- along with Colet and Thomas More, Erasmus was key in shaping attitudes towards the reform of the Church; for example, his New Testament
- Henry VIII and Catherine of Aragon were Humanists and were increasingly supportive of the move to purify the Church. Henry became increasingly critical of the spiritual importance of Pilgrimages following the death of Prince Henry and as a result of Humanist teaching.

Arguments challenging the view that the most significant demands for reform of the Church by 1529 came from Humanists might include:

- although the Humanists were influential at court and in the universities, much of the demand for change came from further down the social order. For example, from London merchants. The political importance of the Hunne case was very significant long after his death
- there was a long tradition of challenging the Church and demanding reform of its doctrines and practices. For example, the legacy of the Lollards. The burning of those who professed Lollard beliefs had a high profile
- changes in society and the growth in literacy led to a demand for changes from laity in the parishes. The main factor in the demands for reform was the perceived abuses of the clergy and the inadequacy of the experience with the parish system
- the influence of Lutheranism, as seen in the works of Fish and Tyndale, was growing in influence in shaping attitudes to those who were not Humanists but rejected the current state of the Church.

The demands made by the Humanists were significant because of their position in society. They were able to make their views known through printed works which were circulated in influential circles. Weight was given to their views as, in the main, they sought reform of the Church from within. Henry VIII was able to hold Humanist views and be Defender of the Faith. The demands of others, such as those influenced by Lollardy, and London merchants whose views were shaped by continental religion, were regarded as dangerous and subversive.

0 3 To what extent was the dissolution of the monasteries, in the years 1536 to 1540, a result of Henry VIII's need for money?

[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 dissolution of the monasteries, in the years 1536 to 1540, was a result of Henry VIII's need for money might include:

- Henry VIII had exhausted his father's legacy and had found it increasingly difficult to raise taxation. The financial resources of the Church had become apparent through the legislation of the early 1530s
- Henry VIII's imperial ambitions required that he should establish his court on a par with that of Charles and Francis I. His sources of ordinary finance were inadequate for this
- following the Truce of Toledo/Treaty of Nice, Henry feared an invasion to restore England to the Catholic fold. The coastal defences needed to be rebuilt to withstand such an attack. This required financing
- Thomas Cromwell promised that the dissolution would provide Henry with a war chest. This would enable him to invade France and to establish his position as a chivalric equal to the European princes
- Henry and Cromwell were aware of the financial benefits which Wolsey had gained from the dissolution of monasteries in the 1520s. Cromwell wished to use the wealth of the monasteries to secure Henry's independence from the papacy.

Arguments challenging the view that the dissolution of the monasteries, in the years 1536 to 1540, was a result of Henry VIII's need for money might include:

- Henry's need for money was also the result of the perceived continuing influence of Rome. Although the monasteries had, in the main, sworn obedience to him, the mother houses were still in Europe. There was 'evidence', such as that at Glastonbury, of seditious beliefs
- the dissolution was also a result of the highly public presentation of corruption which had been confirmed by the reports of the commissioners. This was promoted as the main reason for their dissolution
- the dissolution of the greater monasteries was also a result of the opposition shown by the Pilgrimage of Grace. This had demonstrated that the monasteries were sources of opposition to Henry and could be used to foment rebellion against his authority
- the dissolution was also seen as inevitable; a result of declining support for monastic life; a considerable number of monasteries were seen as decayed and the number of those choosing the religious life was declining.

Henry VIII needed finance for both ordinary and extraordinary expenditure. Wolsey had demonstrated that such funding could be secured through the dissolution of small monasteries whose viability was compromised. The dissolutions were also a result of the changing nature of religion and the role of monastic houses.

0 4 'The persecution of Protestants was the most important reason for opposition to Mary I.'

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**
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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 persecution of Protestants was the most important reason for opposition to Mary I might include:

- the persecution of Cranmer, Latimer and Ridley was important in creating opposition to Mary I. The opposition primarily came from opponents of the regime but also generated criticism from within the political nation
- the burning of lower-class Protestants was viewed with dismay by local crowds where the execution took place. Whilst this was based on sympathy for the victims, it also undermined support for the regime
- hundreds of Protestants left England for the continent where they became serious critics of the regime
- the persecution was not viewed positively by foreign powers. Simon Renard, Ambassador to Charles V, indicated his opposition to the policy. He advocated a change of tactic and blamed the Bishops for the persecution.

Arguments challenging the view that the persecution of Protestants was the most important reason for opposition to Mary I might include:

- the most significant challenge to the Marian regime came from Wyatt's rebellion, which occurred before the persecutions took place
- there is evidence that local people were willing to hand over their neighbours and were supportive of the Marian policy
- the executions occurred mainly in 1557 and the opposition to Mary declined, partly due to the loss of leadership within the country, but also due to the decline in overt persecution
- the policies pursued by the Marian Regime in returning the Church to Rome and to traditional Catholic practices received wide-spread support
- Mary's unpopularity increased in the last years of her reign due to the Spanish war and the loss of Calais.

The persecution of Protestants undoubtedly caused opposition to Mary; the burning of important individuals such as Cranmer, Latimer and Ridley drew considerable criticism from within England and from foreign powers. Within the localities affected, the treatment of lay Protestants was also opposed by many. However, the persecution of Protestants was supported by many. The most significant opposition to Mary came from those who objected to the Spanish marriage and participation in the war against France which resulted in the loss of Calais.