



A-level HISTORY 7042/2D

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 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.

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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 Elizabethan Church in the years 1566 to 1570.

[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 private letter which is sent to William Cecil demonstrating Bishop Grindal's concern about events in his diocese
- the source is valuable as it gives a descriptive account and conveys the concern felt by the bishop
- the source is valuable as it emphasises the non-compliance of both the clergy and laity
- the tone is factual but is very critical of the non-compliant cleric and his supporters.

Content and argument

- the source is valuable as it shows that some members of the clergy and laity resented the Elizabethan Church's requirement that clergy wear vestments during religious services. It is, however, limited in that it is not clear how extensive such resentment was
- the source is valuable as it demonstrates the actions of women in opposing the decisions made by the authorities. It is also valuable in showing the way in which women were regarded as being less significant than their husbands
- the source is valuable as it shows that 'the word of God' was contested. Both sides claim that they are reflecting true belief
- the source is valuable as it shows the operation of the royal supremacy in the Elizabethan Church. As the government introduced the religious settlement, the authorities of the Church turned to central government for support in maintaining the settlement. Challenges to the Church were also challenges to the state.

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 a proclamation from the Northern Earls outlining their opposition to the Elizabethan Church, their aims and intended actions
- the source is valuable with its emphasis on the type of threat which is being posed by the Northern Earls
- the tone of the source is partially contradictory in that it combines obedience to the Queen with criticism of the authorities.

Content and argument

- the source is valuable in that it shows some of the concerns felt by the Northern Earls about the Elizabethan Church's attack on their Catholic faith. It is limited by not listing all of their concerns
- the source is partially limited in that the selection of concerns is for a specific purpose. The proclamation was written both to warn the authorities and to gain support
- the source is limited as it continuously stresses obedience to Elizabeth, but the rebels viewed Mary, Queen of Scots, as an alternative monarch. The stressing of obedience was a common trope to avoid charges of treason
- the source is valuable in showing that discontented Catholics saw support from foreign Catholic powers as a potential means of overthrowing the Elizabethan Church.

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 account made by one of the bishops responsible for conformity. It is a return made to central government
- the source is limited to one diocese, which may not be typical of the rest of the country
- the emphasis is on the actions which he has taken and the extent of his success. He is attempting to justify his actions, which may limit the value of the source
- the tone is defensive and quite obsequious; this may affect the value.

Content and argument

- the source is valuable as it provides details of action which was taken to ensure compliance with the Elizabethan religious settlement
- the source is valuable in showing that the Bishop had been forced to instigate a range of actions to ensure compliance. This suggests that the Elizabethan Church was not immediately accepted. It is limited as it is not clear exactly what methods were used to ensure compliance
- the source is valuable in demonstrating that William Cecil was seeking information concerning compliance with the religious settlement
- the source is limited in that it suggests that everyone accepted the Elizabeth Church. This undermines the value of the source as evidence suggests that there was some level of non-compliance throughout the country.

Section B

- 0 2** 'In c1529, the most influential critics of the Church in England were the followers of Luther.'

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 most influential critics of the Church in England were the followers of Luther might include:

- the views of Martin Luther were widespread amongst the influential educated sections of society by the end of the 1520s through the publication of books in Antwerp and their dissemination through trading networks. These shaped the arguments put forward which criticised the Church, most significantly the sale of indulgences
- Lutheran views underpinned the arguments of influential writers such as Simon Fish, for example the attack on priests in 'A Supplication for the Beggars'
- theologians such as those in Cambridge, Thomas Cranmer and leading monastic thinkers such as John Bale reflected the challenging ideas of Martin Luther. The direction of religious criticism was shaped by their influence
- Luther's ideas underpinned the call for the Royal Supremacy. He argued against the power of the papacy. This influenced Tyndale in his 'Obedience of a Christian Man', which was read by Anne Boleyn.

Arguments challenging the view that in c1529, the most influential critics of the Church in England were the followers of Luther might include:

- Henry was an obdurate opponent of Lutheranism, which limited the influence of the followers of Luther
- the legacy of the Lollards was still evident in shaping demands for change. The most significant was the demand for the Bible in the vernacular
- the most general criticisms of the Church came from the laity who were short-changed by uneducated priests and absenteeism
- Humanists argued for a rethinking of practices and an improvement in clerical standards. Key individuals such as John Colet called for change. Henry's interest in humanist reform provided humanists with influence
- Some MPs, particularly those who represented London, criticised the Church's power, wealth and privileges. By 1529, they were increasingly vocal in their attempts to bring about change

Students may argue that demands for religious reform were growing in the 1520s and that Martin Luther's '95 Theses' were a powerful influence on key groups and individuals within England. The demand for change associated with the King's Great Matter further enhanced their impact. Some students may argue that, at parish level, the criticisms were shaped by experience and longer established ideas. These students may stress the importance of anti-clericalism.

- 0 3** 'By 1540, the Church in England was significantly different from the Church that had existed before the break with Rome.'

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 by 1540, the Church in England was significantly different from the Church that had existed before the break with Rome might include:

- the most significant difference was that the King rather than the Pope was Head of the Church
- as Head of the Church, the King was responsible for Canon Law and could determine beliefs and practices
- the monastic houses which had been a key element in the structure of the Church had been dissolved
- the injunctions issued by Cromwell in his role as vice-gerent in spirituals had attacked some of the traditional elements of the Church in England, for example pilgrimages and saints' days, and encouraged the use of prayers in English
- there had been some move towards making religion more accessible through the vernacular Bible.

Arguments challenging the view that by 1540, the Church in England was significantly different from the Church that had existed before the break with Rome might include:

- the basic structure and the organisation of the Church remained the same. England was divided into dioceses and parishes; most parishes were served by a priest
- the hierarchy of the Church remained the same with archbishops, bishops, clergy etc.
- the centrality of the priest remained the same, and the key emphasis on the sacraments as seen in the Six Articles
- chantries were still extant with their focus on prayers for the dead and purgatory
- the liturgy was still in Latin.

For many of the laity there was little noticeable change at parish level. The major change that people would have experienced was in the loss of the monasteries. However, the major change of Henry becoming the Head of the Church and the loss of control from Rome meant that the Church could be changed, depending on the wishes of the monarch, for political reasons. The Church and the State were indivisible in the person of the King.

0 4 To what extent were the rebellions of 1549 motivated by religious beliefs?

[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 rebellions of 1549 were motivated by religious beliefs might include:

- The timing of the 'Commutations', which erupted after the introduction of the Book of Common Prayer, indicates the importance of the rebels' belief that Catholic practices and liturgy should be maintained
- the key demands of the Western Rebellion were shaped by religious beliefs based on Catholic doctrine. For example: the veneration of saints and the importance of purgatory
- some of the leaders of the Western Rebellion were members of the clergy and the religious demands were used to unify the rebels
- the demands of Kett's rebels were based on evangelical ideas and intended to reflect the views being promoted by Somerset, for example that enclosure went against the belief that property should benefit all
- some of the rebels attacked private property and argued for God's gifts to be held in common, for example rabbit warrens.

Arguments challenging the view that the rebellions of 1549 were motivated by religious beliefs might include:

- the Western Rebellion occurred at a time when there was economic hardship in the southwest. The parishes were badly hit by increased taxation and higher prices
- the areas of East Anglia which supported Kett's Rebellion had seen changes in land-ownership in which the status and wealth of the smaller farmers were undermined by the gentry and nobility. The common people were adversely affected by enclosure
- the cost of England's wars with France and Scotland – particularly the debasement of the coinage – was significant in motivating rebellion
- the rebellions occurred in the areas where there was a lack of control from the centre, and where there was not a strong noble presence.

Whilst the Western Rebellion was the most overt rebellion motivated by religious beliefs, Kett's Rebellion was underpinned by evangelical beliefs, most significantly the demand that all should benefit from the commonwealth. However, the underlying economic problems of areas affected by rebellion provided the fertile environment in which concerns could develop. The key areas lacked the means to deal with discontent.