

Examiner's General Advice on Unit 2

In this AS Unit students are expected to demonstrate the following skills:

- the ability to recall, select and use appropriate historical knowledge and to communicate it effectively (AO1a)
- historical understanding involving explanation, analysis and judgement, and key concepts such as causation, consequence, change and continuity; and an understanding of the relationships between key features of the period studied (AO1b)
- the ability to analyse and evaluate a range of source material (AO2a)
- the ability to analyse and evaluate how the past has been interpreted and represented in different ways (AO2b).

These skills are also **assessment objectives (AOs)**. All questions will aim to test more than one of these objectives, and in an examination answer will be marked accordingly. On any given examination paper, there will be a planned balance of the various skills across the questions to ensure that all are covered. However, individual questions or part questions will focus on certain skills, not necessarily all of them at once. One of the ways of writing an effective answer is therefore to learn to recognise the particular skill that is the focal point of a particular question. However, it is also important to remember that accurate knowledge and understanding are key elements in any AS answer. In a source-based question, generalised statements showing, for example, a student's awareness that one piece of evidence is less objective and more biased than another will not earn much credit. There must also be a clear indication of some background knowledge and understanding of the topic in addition to the ability to make comparisons and contrasts between sources.

In **Unit 2** you must answer **one** compulsory two-part source-based question plus **one of two** two-part questions, not source-based, on the chosen option from European, World or British history.

It is important to divide your time well. The first part of each question carries 12 marks; the second part carries 24 marks. You should therefore aim to spend less time on the part (a) questions, or you will risk running out of time on the second and longer part (b) questions.

While Question 1 requires a precise focus on sources and your own knowledge, Questions 2 and 3 do not involve sources. Questions 2 and 3 require demonstration of your own knowledge. There are several skills implicit in this. One element is simple **recall**. You will need to **explain**, for example by giving the reasons for a particular event. This requires more than simply listing a series of reasons from memory – a high-level answer will require you to put these reasons in context and relate them to each other. The 24-mark question will require you to examine a particular historical issue, often dressed in the form of a quotation. You must not only call up your knowledge of the topic but also **use** that knowledge in such a way that you are able to **analyse** the issues and produce a **reasoned argument** using the knowledge you have.

<p>AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2B</p>	<p>The Church in England: the Struggle for Supremacy, 1529–1547</p>	<p>SOURCES ACCOMPANYING EXEMPLAR QUESTION 1</p>
<p>SOURCE A</p>	<p>It is now generally agreed that the dissolution of the monasteries had very significant long-term consequences in the social sphere. Because so much of the monastic land was sold by Henry VIII and during the reigns of Edward VI and Elizabeth, the number of estates available to be bought was much greater than at any time for centuries. Although many of the manors were purchased by those who already owned considerable estates, many were bought by those who would otherwise have remained ‘landless’ and therefore inferior to the existing country gentlemen.</p> <p><i>Adapted from Henry VIII to Mary I: Government and Religion, 1509–1558 by R. Turvey and K. Randell, 2008</i></p>	
<p>SOURCE B</p>	<p>Historians are now agreed that most of the land disposed of by Henry VIII went to persons already well placed in the social or government hierarchy. Most of the nobility acquired lands by gift, exchange or purchase. But the majority of sales were made to gentry, courtiers, crown officials, lawyers and townsmen, many of whom had strong local connections. But considerable regional variations in the findings make it dangerous to rely too heavily on figures produced for any one area.</p> <p><i>Adapted from ‘The Disposal of Monastic and Chantry Lands’ by C. Kitching, 1977 (an article published in Church and Society in England: Henry VIII to James I. by F. Heal and R. O’Day, 1977)</i></p>	
<p>SOURCE C</p>	<p>The monasteries were wealthy institutions worth some £163,000 per annum in rents alone and the crown urgently needed money. Indeed, many of the gentry, both Catholic and Protestant, subsequently shared in the spoils and, in acquiring so much church property, ensured that this reforming measure would not be reversed. Nevertheless, supporters of the dissolution, such as Hugh Latimer, sensed that the time was right to attack the concept of purgatory and implement a thorough-going Protestant Reformation.</p> <p><i>Adapted from The Sixteenth-Century Reformation by G. Woodward, 2001</i></p>	

AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2B	The Church in England: the Struggle for Supremacy, 1529–1547	QUESTION 1 (01)
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Examiner’s Specific Advice

Note that the question asks ‘how far’ the views expressed in one source differ from those put forward in the other. It is important, therefore, to identify **both** differences **and** similarities between the sources in order to arrive at an overall conclusion as to how different the sources are. The examiner will be looking for clear, precise and well-selected quotes from the sources which illustrate differences and similarities. Do not give long summaries of both sources as this will earn you very few marks. The question asks about differences in the **views** of the two sources so be careful to distinguish between the opinions of the authors (views) and mere factual information. The question also asks you to use **both** the sources **and** your own knowledge. In order to get to the higher levels you must be able to place these sources in their historical context by providing some background information. This does not have to be extensive but it does need to be accurate and relevant to the question. It should, therefore, be integrated into the answer, and not appear as a ‘bolt-on’ separate paragraph.

Exemplar Question

Read the sources and then answer the questions that follow.

Use **Sources A** and **B** and your **own knowledge**.

1 (01) Explain how far the views in **Source B** differ from those in **Source A** in relation to those who benefited from the dissolution of the monasteries. **[12 marks]**

Plan

- Identify differences between sources
- Identify similarities between sources
- Include contextual information to explain differences/similarities
- Conclusion, including an overall judgement about the degree of difference/similarity

Examiner's Exemplar Answer 1

Sources A and B have similarities and differences in relation to who benefited from the dissolution of the monasteries (1).

Source A takes the view that those who owned landed estates previously gained a lot. But then it goes on to say that many otherwise 'landless' people also gained land. Source B, by contrast, says that most land went to people well up the social hierarchy – but does not specifically say whether 'landless' people benefited (2).

Therefore, there are differences between the two sources (3).

Examiner's Assessment

This is obviously a weak answer. Although the opening talks of similarities and differences, only one difference is highlighted. Secondly, there is no contextual information provided. This would probably be given a very low Level 2 mark.

Examiner's Exemplar Answer 2

Sources A and B show both similarities and differences in their views about who benefited from the dissolution of the monasteries (4). However, whilst both authors state as a fact that historians have reached agreement on this topic, in fact the more research that is done in the localities of England, the more regional variations emerge, and no overall national statistics can safely be quoted. This reflects the comment made at the end of Source B, which is likely to have studied the subject in more depth as it is taken from a specialist article, whereas Source A is taken from a more general textbook (5).

Both sources agree on the fact that a lot of land changed hands – much of it more than once as Henry VIII and his successors sold off or gave as grants or rewards many of the vast estates (6). However, differences emerge. Source A gives the reader the impression that the land changed hands only by sales, whereas Source B lists 'by gift, exchange or purchase' (7).

(1) An unexciting but basically sound opening sentence.

(2) An apparent difference between the two sources is identified, but there is no development of the point, and no sense of contextual own knowledge being added.

(3) This last sentence is, of course, very weak, and adds nothing to the answer.

(4) A very basic opening sentence – but it does no harm in stating an understanding of what is required.

(5) The rest of the opening paragraph, however, is far from basic. It highlights an apparent agreement, but then goes on to use contextual knowledge to explain that overall exact agreement has not been reached by historians. Research is still continuing – and is more likely to be reflected in Source B.

(6) A clearly stated similarity, but with the added piece of knowledge which hints at how complex research on this topic must be, with land changing hands sometimes several times. This point could be extended a little.

Source A states that the landed noblemen and gentry benefited, but states that many parcels of land were bought by those who otherwise would have remained 'landless'. Source B does not make this simple distinction, but does not necessarily disagree with Source B. Although some nobility benefited, the source says that other groups were the main beneficiaries. Some of these groups, such as the gentry, would already have been landowners. Some others such as lawyers and townsmen may not have been (8). It is here where local variations become important, as in some counties most of the land was owned by a few powerful nobility whereas in others there was much more diversified land ownership.

Both sources hint (albeit in different ways) at the importance of local social structures which were based on county units. Source A suggests a motive for buying land. Without land, even wealthy people were seen to be inferior to existing country gentlemen. Source B hints at the importance of local connections, and in order to be 'well-connected' the acquisition of land was vitally important. This would be the same throughout the country (9).

Therefore, although superficially, Sources A and B appear to be contradicting each other, in practice there is significant agreement, with the subject being approached from different angles. Source A is looking at the national picture, and making a division between previously 'landed' and 'landless'. Source B is differentiating between the nobility and others, some of whom had land before. In both sources there is the tacit assumption that the acquisition of land was vital to maintaining or enhancing social status (10).

Examiner's Assessment

This is a very good answer which is focused on the question and offers a clear conclusion. Effective use is made of contextual information to support specific points. Differences are clearly stated; agreements are explained; and there is a clear understanding that, in fact, the authors do not disagree much – they are simply approaching the subject from different angles.

(7) This goes on to identify a clear difference in the texts.

(8) This section develops a sophisticated argument, in effect seeking to explain that an apparent contradiction is mostly just a different way of stating the evidence.

(9) Here the answer develops the statement in Source B about regional variations by using contextual knowledge about the county-based structure of the landed sections of society. However, it goes on to explain that, in spite of regional variations, the ownership of landed estates was the commonly accepted route to social advancement.

(10) An excellent conclusion seeks to explain how apparent disagreements can be explained through the authors presenting arguments from different angles and emphases.

Above all, the answer does address the question of 'how far' the two sources agree. It does not merely list the differences and similarities. The answer, therefore, ought to have sufficient merit to gain a Level 4 mark (10–12).

Mark Scheme

L1:

The answer simply writes out the sources and offers little or no comparison.

[1–2 marks]

L2:

The answer identifies similarities or differences between the sources but offers little or no contextual information.

[3–6 marks]

L3:

The answer compares the sources by reference to similarities and/or differences and provides some contextual information to explain the comparison.

[7–9 marks]

L4:

The answer compares and contrasts the sources by identifying both similarities and differences, with some precise contextual information, and offers a judgement on the question of 'how far' the two sources agree/disagree.

[10–12 marks]

AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2B	The Church in England: the struggle for Supremacy, 1529–1547	QUESTION 1 (02)
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Examiner’s Specific Advice

As with the previous question, take note of the instruction to use **both** the sources **and** your own knowledge. If you omit either one of these elements in your answer you will not be able to get a high mark. Your references to the sources should be clearly indicated in your text, e.g. ‘Source A states that ...’, and you should refer to all three sources in your answer.

The question is about the consequences of the dissolution of the monasteries, and how far these were primarily social. Sources A and B provide ideas for change in society, whereas Source C hints at religious consequences. From your own knowledge you should be able to add to these consequences – to include new areas such as effects on culture as well as more details and explanation of the ones highlighted in the sources. You should thereby be able to produce an answer that has both range and balance, two key elements in the requirements for the higher levels. To reach the highest level you must offer a judgement and in your conclusion state whether, on the basis of the evidence you have produced, the main consequences were, indeed, social.

Exemplar Question

Read the sources and then answer the questions that follow.

Use **Sources A, B and C** and your **own knowledge**.

1 (02) How far were the consequences of the dissolution of the monasteries primarily social? **[24 marks]**

Plan

- Introduction – indicating range of areas that were affected by the dissolution of the monasteries
- The social consequences of the dissolution – using ideas from the sources, supported by contextual knowledge, and perhaps introducing new ideas
- Other consequences of the dissolution – using the sources with contextual knowledge, and also introducing knowledge on area(s) not hinted at in the sources
- Conclusion on whether or not the consequences were primarily social

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Examiner's Exemplar Answer 1

As Sources A and B say (1), there were big social consequences following the dissolution of the monasteries. Source A says that the consequences were 'significant' and that the number of estates available to be bought was much greater than at any time for centuries. This meant that there were many new country gentlemen who took the opportunity to buy land. Source B agrees that a lot of land was sold, mostly to those well-placed in the social or government hierarchy. This had big social consequences in some areas of England.

Many merchants who had done well in Tudor times with expanding overseas trade were pleased to invest in land which would gain in value, and the acquisition of land bestowed social status in rural communities. As these large monastic estates were divided up, it had the effect of increasing substantially the number of country gentlemen (2).

Thus the dissolution of the monasteries had very big social consequences. The sale or giving away of much of the land by Henry VIII, Edward VI and Elizabeth also had the effect of making the new landowners keen to support the status quo in religion. They certainly did not wish to see the return of monasticism in England (3).

There were also other big consequences for England. Many of the buildings disappeared, and the face of Britain therefore changed. Many buildings were left to go into ruins. This was a shame (4).

Examiner's Assessment

As indicated in the commentary, this answer is not developed, either in its arguments or in its knowledge (which is very general and relies heavily on two of the sources). There is only a vague understanding of the demands of the question, and some other factors are only just touched on. There is no assessment at the end about the significance of social consequences in relation to other factors. It does have relevance, though mostly in general terms, and it does have limited links to the question. As such, it would be given a mark within Level 2, though near to the top of the range 7–11 marks.

(1) The answer does have the virtue of referring to two of the three sources. However, most of the rest of the paragraph is merely quoting directly from each source. Although it does have relevance to the question, at best, it can only be low Level 2.

(2) This paragraph introduces basic knowledge about other social consequences – the purchase of land by merchants to gain status, resulting in more country gentlemen. This would suggest an answer that is reaching Level 2.

(3) This new point, while accurate, is not developed, nor is it directly related to the wording of the question.

(4) This last paragraph also introduces ideas – but they are really assertive generalisations, with no details or examples. There is no conclusion.

Examiner's Exemplar Answer 2

The social consequences of the dissolution of the monasteries were important, but so too were the political, religious and cultural aspects (5). However, it must be stressed that recent research (as hinted at in Source B) has exploded some of the myths about the allegedly devastating consequences in areas where several monasteries were swiftly closed (e.g. London with 23 monasteries), allegedly causing widespread poverty, homelessness and vagabondage (6).

The social consequences were very significant in English history, though not mostly in negative terms. The pattern of landowning changed greatly, as highlighted in Sources A and B, and the number of country gentlemen increased. This probably encouraged the increasing influence in many counties of the gentry, sometimes at the expense of the older landowning classes. However, no generalisation can be made on this (7).

It used to be claimed that the dissolution led to many ex-monks and friars being cast out as beggars, filling the streets in towns and roaming between villages, and also causing many others who worked on monastic lands to lose their livelihoods. This generalisation is largely untrue (8). New landowners needed workers, and most of the ex-religious who can be traced were to be found a few years later in gainful employment, some as teachers in the growing number of educational institutions that were established in Tudor England, and many working within the church as priests. Also the government appears (in so far as 16th century chaotic bureaucracy allowed) to have honoured its pledge to pay pensions to ex-religious. One elderly monk was still receiving his pension in the first few years of James I's reign! It was the nuns (about 2000 of them) who tended to do less well, as many paid jobs in the church were not open to them (9).

It used to be claimed that the monasteries had provided much of the country's alms and the loss of these facilities greatly exacerbated the country's social problems of vagabondage and homelessness. In fact, this increasing problem in Tudor England was more to do with the rapidly rising population of the country in the 16th century. Protestant charitable giving also replaced much of what had been lost, with the building of new almshouses,

(5) A simple but effective opening that shows a clear understanding of the requirements of the question.

(6) Showing awareness of recent research and changing views among historians – thereby introducing complexity.

(7) This paragraph refers to two of the sources (without repeating the content of the previous answer) and is used to draw a conclusion based on clear understanding.

(8) The answer is again showing awareness of changing opinions among historians as a result of local research.

(9) Good understanding of developments, including examples of specific knowledge.

(10) Same technique of showing awareness of changing historical interpretations.

hospitals and schools (10).

Source C does hint at other consequences. One is socio-political. The new landowners would not wish for the monasteries to be re-established as they would lose their land and status. Although this was not a conscious intention on the part of Henry VIII, it did help Edward VI and Elizabeth, and also ensured that many new landowners were less than keen to embrace the implications of Mary's return to Catholicism (11).

However, there were also other important consequences (12). Protestant reformers at the time of the dissolution could see the advantages of ending the power of the monasteries who owed their direct allegiance, through the religious orders, to Rome. If new Protestant doctrines were to be introduced, it would not be practical to have monks praying for the souls of those in purgatory (Source C) (13).

Thomas Cromwell could see much more clearly than his king how significant the closing of the monasteries could be (even though there was no clear-cut plan to dissolve them all when the process started). The closure would increase his monarch's jurisdictional power. Parliament had passed the Act in Restraint of Appeals in 1533 as part of the political reformation process, but, as the members of the religious houses owed their allegiance direct to the Pope, this was likely to be a source of conflict in the near future. Indeed, some of the anger that lay behind the Pilgrimage of Grace in 1536 was concerned with fears about the fate of the monasteries. Louth in Lincolnshire where the 'pilgrimage' started possessed a huge monastery, even though at the time it had only ten monks. The Act of Supremacy in 1534 had confirmed Henry VIII as the Supreme Head of the Church as far as the law of God allows. Therefore another consequence of the dissolution was that all Henry VIII's subjects owed allegiance directly to him and none was under the jurisdiction of a foreign power – the Pope (14).

Cromwell could also see how the Crown's finances would benefit. This, indeed, was one of the important consequences – the Crown became more wealthy, even though half of the land was sold off in the 1540s to pay for extravagant and ill-timed wars against Scotland and France. This increased wealth helped to bolster the strength of the monarchy in the later 16th century and ensured that

(11) Brief use of Source C (could have been extended slightly), and a 'bridging' paragraph dealing with socio-political consequences.

(12) A clear signpost to the reader that other consequences are going to be covered.

(13) Another reference to Source C, using knowledge to explain the inference in the source.

(14) This long paragraph makes its place within the structure of the essay clear by the end – but the opening parts run the danger of reading like unrelated description. In fact, the argument develops very well, with precise factual knowledge. The reference to Louth and the Pilgrimage of Grace is not totally tied in to the overall argument of the paragraph.

<p><u>the consequences of inflation (with rents lagging behind price rises) were not too disastrous for Crown finances</u> (15).</p> <p><u>Other consequences were cultural. There was inevitably a loss of many buildings, the ruins of some providing some sense of the huge changes to the landscape. However, parts of many monastic buildings were converted into parish churches and even cathedrals. Not all the monastic buildings were architectural masterpieces</u> (16)!</p> <p><u>Thus there were many consequences, some social, and some political, economic and cultural. However, it may be more helpful to think in terms of short-term and long-term consequences. Many of the political consequences were short-term, relating to the politics of Henry VIII's reign and the two short reigns following. The social consequences were more long-term, changing the pattern of land ownership and the structure of society in the localities. In this sense, it can be argued that the social consequences were the most important</u> (17).</p> <p>Examiner's Assessment</p> <p>This is a very effective answer. It meets the criteria in the mark scheme, by referring to sources and own knowledge, by identifying and explaining a range of factors, showing excellent understanding of the issues, and concluding by attempting a balanced assessment of the relative significance of those factors. The argument is well sustained throughout most of the answer, with some judgement in the conclusion. It certainly reaches Level 4 in standard, and might well be considered for a mark within Level 5.</p>	<p>(15) Financial consequences for the crown, showing excellent understanding, even if lacking in exact figures.</p> <p>(16) Not a huge amount of detail, but well balanced, reflecting opposing views.</p> <p>(17) A clear conclusion, based on the differentiation between short-term and long-term consequences. It could have been extended a little.</p>
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<p>Mark Scheme</p>	
<p>L1:</p>	
<p>The answer is based on either own knowledge or sources. It is likely to be generalised, descriptive and/or assertive, and with little focus on the question.</p>	
<p style="text-align: right;">[1–6 marks]</p>	
<p>L2:</p>	
<p>The answer may be based on relevant selection of material either from the sources or from own knowledge, or they may be combined. The answer will be mainly descriptive about the consequences of the dissolution, with limited links to the question about the extent to which the consequences were social; or the answer may be explicit about the question but containing limited supporting evidence and argument.</p>	
<p style="text-align: right;">[7–11 marks]</p>	

L3:
The answer shows developed understanding of the consequences of the dissolution of the monasteries, using material both from the sources and from own knowledge. The answer is likely to lack depth or balance in assessing the extent to which the consequences were primarily social, but it will be a relevant response, and there will be some understanding of interpretations. [12–16 marks]
L4:
The answer shows explicit understanding of the demands of the question, and provides a balanced explanation of the consequences of the dissolution of the monasteries. There will be a good understanding of a range of factors, all clearly related to the question, and there will be a conclusion, though it may not be detailed or in depth. [17–21 marks]
L5:
The answer is well focused and closely argued – supported by precise use of evidence from the sources and own knowledge. There will be a well-developed understanding and clear, precise explanation of a range of consequences, leading to a balanced and explained judgement in relation to the question of the extent to which the consequences were primarily social. [22–24 marks]

AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2B	The Church in England: the Struggle for Supremacy, 1529–1547	QUESTION 2 (03)
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Examiner’s Specific Advice

This question is testing your knowledge and your ability to communicate it effectively. Do both!

The key words are ‘explain why’ and ‘divorce from Catherine of Aragon’ in the context of the later 1520s. It is not enough just to describe events. You need to explain the reasons why Henry VIII took this drastic decision. If possible, make links between the reasons. With very limited time available, you need not write a full essay – several well-focused paragraphs should be sufficient. An introduction is a luxury you cannot afford, but a short conclusion is essential.

Exemplar Question

2 (03) Explain why in the later 1520s Henry VIII wanted to get a divorce from Catherine of Aragon. **[12 marks]**

Plan

- The need for a male heir – only a daughter
- The view in Leviticus and Catherine's earlier marriage to Arthur
- Only had eyes for Anne Boleyn
- Conclusion: the main reason?

Examiner's Exemplar Answer 1

Henry had no male heir. Only a daughter, Mary. He wanted to be sure of a secure succession, and women were not usually accepted as rulers at that time in history (1).

Henry read the Bible a lot, wrote about religion, and became convinced that his marriage to Catherine was wrong. This was based on Leviticus chapter 20 verse 16. This stated clearly that if a man marries his dead brother's widow, the new marriage will be childless. Henry believed he was being punished for going against God's law (2).

However, at the same time he was also infatuated with Anne Boleyn. He wanted to marry her. He believed that he had to divorce Catherine (3).

Examiner's Assessment

This answer provides three reasons, but, apart from the detail on Leviticus, the evidence is very thin. There is very limited development of thought and no linkage between the reasons. There is no overall conclusion.

The mark scheme in Level 2 refers to 'some explanations backed by evidence that is limited in range and/or depth'. Because it is clearly written this might well merit a mark towards the top of this Level (3–6 marks).

(1) The opening paragraph gives a basic reason. It is clear, but it is not explained in any depth or with details.

(2) This paragraph gives a second reason, with an accurate account of the Bible quotation and reference, but is not developed or detailed in other respects.

(3) A third reason is briefly outlined, again, with no development. Then there is no conclusion or attempt to link the reasons together.

Examiner's Exemplar Answer 2

In the earlier 1520s the evidence is that Henry had accepted the situation that he only had a legitimate daughter, Mary, and was actively preparing his illegitimate son as a possible successor to the throne. This changed in the later 1520s for a combination of reasons (4).

Firstly, there were doubts whether Parliament and the political nation would accept the Duke of Richmond as his successor. It was assumed that Mary, as a woman, would not be accepted as queen. Therefore, ideally he needed a legitimate male heir (5).

Henry was an amateur theologian (and had been rewarded with the title of 'Defender of the Faith' by the Pope for his denunciation of Luther). He had doubts about the validity of his marriage to Catherine, based on Leviticus chapter 20 verse 16. This stated clearly that if a man marries his dead brother's widow, the new marriage will be childless. Henry was able to interpret this as meaning that God had been offended by the marriage and that he and Catherine were being punished for going against God's law (6).

However, these theological doubts coincided with his infatuation with Anne Boleyn. He had already had an affair with her older sister, but Anne refused to become his mistress; she was holding out to be his wife (7)!

From what we know of Henry's character, it is probable that his infatuation for Anne led him to be able to convince himself that his existing marriage was invalid and that he was therefore living in sin. It may seem to modern ears that Henry was simply using Leviticus as an excuse, but Henry would certainly not have seen it like that. He appears to have been genuinely alarmed about the prospect of eternal damnation. Hence his mind appears to have been made up at some point during the year 1527 (8).

(4) Although an introduction is not looked for, this opening paragraph does set the scene very effectively by putting Henry VIII's decision into context.

(5) This paragraph clearly explains one reason. It could have had more development on attitudes against women rulers, and the fear of the renewal of the Wars of the Roses.

(6) This paragraph clearly explains another reason. The knowledge is precise and the language appropriate to the explanation.

(7) Another reason is succinctly outlined. It could have more exact details, but it does establish a link with the previous paragraph.

(8) This last paragraph links the two main reasons together very effectively by putting them in the context of what is known about Henry's character. The linkage of ideas is given, with an awareness that historians do not know exactly when his mind was made up, but suggesting that he was agonising about this during 1527.

Examiner's Assessment

This very good answer explains three main reasons why Henry VIII became determined to gain a divorce. The reasons are mostly well developed, though there is scope for further explanation in some places. There is a clear linkage of the reasons in the concluding paragraph with hints of this earlier on. Because the answer is well focused and shows good understanding of the connections and links between the reasons, and is often backed by precise evidence, this ought, in spite of the occasional lack of supporting detail, to be awarded a mark within Level 4.

Mark Scheme

L1:

Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive, and limited in development.

[1–2 marks]

L2:

Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth.

[3–6 marks]

L3:

Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material.

[7–9 marks]

L4:

Answers will be well focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well written and organised.

[10–12 marks]

AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2B	The Church in England: The Struggle for Supremacy, 1529–1547	QUESTION 2 (04)
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Examiner's Specific Advice

The question is testing several skills, and also your knowledge of the topic. You will be expected to know the main factual details. You are also expected to provide a historical explanation and make a substantiated judgement.

The key thing is not to narrate and describe, but to keep the precise question in mind. Keep the focus on the Act of Supremacy and its consequences. Whatever your approach in your answer, do make a judgement about the State and the Church in relation to their powers.

It would be advisable for an essay-type question of this sort to write a brief plan before you start your answer.

Exemplar Question

2 (04) 'Evidence from the 1530s shows that after the Act of Supremacy (1534) the State rather than the Church was the dominant power in England.'

Explain why you agree or disagree with this view.

[24 marks]

Plan

- Introduction: the Act of Supremacy – what it said (summary)
- The ways in which the State gained power in the Act
- Evidence from the 1530s of the significance of this
- The extent to which the Church kept (as well as lost) its powers and influence over the people and the State
- Conclusion: judgement on the extent to which there was a takeover of dominance by the State from the Church

Examiner's Exemplar Answer 1

In 1534 the Act of Supremacy declared that Henry VIII was Head of the Church of England. The argument was that this was nothing new, and this was explained in the preamble to the Act. This meant that the King had power over the Church. He could take money from the church. He could (and did) take land from the monasteries, so that he owned vast estates across the country (1).

(1) A clear opening on the Act of Supremacy showing knowledge, but there is nothing to provide the context of the exact question set.

Henry VIII's power was also increased by other Acts of Parliament in the 1530s, such as the Act in Restraint of Appeals. This meant that the Pope could not hear appeals from people in the church in England. The clergy agreed to see themselves as being under the control of the king (2).

Henry VIII could also change church teaching – through getting laws passed by Parliament. For example, Acts introduced some Protestant ideas, and the Bible was allowed to be published in English (3).

Therefore, Henry did increase his power a lot in the 1530s. In practice, he was, of course, limited (4). Means of communications around the country were limited, and he did rely on the support of nobility and gentry in the counties of England (5). However, events in the 1530s, centred on the Act of Supremacy, did make a huge change in the balance of power between Church and State in favour of the latter (6).

Examiner's Assessment

The answer contains relevant points throughout and shows some outline knowledge. There is a plan, attempting a balanced argument. However, the points made are usually not with specific knowledge and the arguments are not developed. This is likely to be given a mark towards the upper end of Level 2.

Examiner's Exemplar Answer 2

It has often been argued that the Act of Supremacy marks the turning point in the balance of power between Church and State. The Roman Catholic Church in England had been independent, owning about one-third of the land and property in the country, was answerable to the Pope, with the Church's own legal system and church courts, and, indeed, was controlled by a foreign power as the Pope was a temporal ruler as well as the spiritual leader of the Church. The Act of Supremacy in 1534 changed all this (7).

In the 1950s and 1960s Professor Elton made this view respectable through detailed research.

(2) This section again provides valuable ideas and outline information, but it is not written clearly within the parameters of the question.

(3) Again rather descriptive – and in this case lacking exact details – for example, about the Six Articles of 1539.

(4) A clear link, creating an attempt at balance in the argument of the essay.

(5) Only brief statements to support limitations on the power of the monarch.

(6) A concluding sentence which sums up but does not add anything.

(7) The opening paragraph states clearly the assumptions upon which the question is based. It also hints at the idea of different interpretations in the very first few words.

Cromwell in the 1530s, it was argued, created the modern nation state with the monarch firmly in charge, and Parliament gaining in importance simply because all the essential legal changes were passed through this representative body. Through the use of Parliament in statutes such as the Act of Supremacy he had achieved a revolution in the relationship between State and Church. The king, with the support of Parliament, had become the highest power in the land (8).

The revolution was to be seen in the Act in Restraint of Appeals (1533) which stopped appeals to Rome, and in the aptly-named Act in 1536 'extinguishing the authority of the Bishop of Rome'. The Church courts were no longer under independent jurisdiction, and were used by successive monarchs for controlling their subjects. Henry VIII, with his interest in theology, even claimed powers over doctrine and worship, and appointed Cromwell as his Vicar-General in 1535, giving him powers over the clergy and placed him above the bishops. Henry and Cromwell directed theological changes. Parliament was seen as being superior to the church's Convocation, and statute law was seen as being superior to canon law. For example, the Six Articles of 1539 imposed doctrines on the Church by authority of King and Parliament. Taxation of the Church, instead of going to Rome, went to Henry. In 1535 the payment of First Fruits and Tenths was imposed by Act of Parliament. This was, of course, in addition to all the monastic land taken under the wings of the Crown. Successive Treason Laws in the 1530s also imposed royal power over the clergy. It was the state that agreed the publication of the Bible in English, leading to the Great Bible of 1539 (9).

All this suggests that the Crown benefited enormously from the Reformation, and, with the help of Cromwell, Henry VIII increased his powers substantially at the expense of the Church. However, Elton has been shown through the detailed research of others such as David Starkey to have exaggerated the changes. There was a power shift in favour of the monarch, but it wasn't as great as had been claimed (10).

In the Middle Ages the Pope had never exercised much political authority in England. He never visited. He had virtually no control over appointments. Only in the 1520s when Cardinal Wolsey acted as Papal Legate did a pope have any

(8) The second paragraph summarises the argument in favour of the quotation. It is well explained with good vocabulary, clear understanding with appropriate details.

(9) This very detailed paragraph provides exact evidence from the 1530s, putting the 1534 Act of Supremacy in context. The Church is shown in each case to have lost power and influence at the expense of the State (King and Parliament).

(10) A 'balancing' paragraph, moving the answer on to the other side of the argument. It also implies knowledge of the work of historians disagreeing with Elton (though they are not named)!

direct authority in these islands. Neither did popes in the Middle Ages fleece England and take substantial portions of the country's wealth. Taxes going to Rome were much greater in the Holy Roman Empire, whereas in England the only tax paid was Peter's Pence. Successive popes also had no role in enforcing doctrines – simply because there had been no challenge to traditional Catholic beliefs which were accepted by virtually all. The medieval right of sanctuary has also been exaggerated. In practice the Reformation made little difference (11).

After the Reformation of the 1530s the Church still kept substantial powers and a degree of independence. Even Henry VIII relied on his Archbishop, Thomas Cranmer, for steering the Church of England towards what we know of as Anglicanism. Convocation still met in Canterbury and York, and the church hierarchy kept its status and influence, both nationally and in the localities, even though Parliament could determine doctrine – as it did in the three succeeding reigns of Edward VI, Mary and Elizabeth (12).

Furthermore, the Crown did not gain in power as much as might be imagined. For example, in practice, Tudor government was limited. There were few civil servants to carry out the King's wishes (whether through statutes or proclamations) and the local enforcement agency was centred on the JPs. Although appointed by the Crown, in practice, they were unpaid local officials who were semi-independent in what they did and did not do. This meant that local priests could get away with not fully conforming to the requirements of the 39 Articles in the reign of Elizabeth I. The border regions were, in theory, kept in order by Councils of the North, the West and Wales, and the office of president was usually a powerful noble landowner who was primarily concerned with his own regional interests (13).

In conclusion, the Act of Supremacy did mark a water-shed in the balance of power between Church and State. Although as has been argued, the extent can easily be exaggerated, the Act itself instantly confirmed what had been progressively happening in the early 1530s in respect of papal jurisdiction in England. This increased the King's political power. Then later in his reign and in successive reigns as the Protestant aspects of the reformation became settled then so did the religious power of the

(11) Clear paragraph setting out the limitations of practical powers of the Catholic church in England in the Middle Ages. Most is well argued with evidence; one or two points are merely asserted.

(12) A paragraph arguing that the Church of England still had some power independent of the State after the Reformation.

(13) The first word of the new paragraph accurately indicates another argument following on from the previous one. Some of the points made are rather sweeping, and it might be thought that some of the examples are not directly related to the question. However, it is accurate, shows good understanding, and does relate the points made to the overall argument in this part of the essay that the State's power was still limited after the Reformation.

<p><u>monarch over the church, symbolised in rural communities with the squire often controlling the appointment of the local priest (14).</u></p> <p>Examiner’s Assessment</p> <p>This is an explicit answer to the question. It is clearly organised from start to finish, shows detailed knowledge and clear understanding of the issues. It presents a balanced argument, and it shows awareness of different historical interpretations. The answer must be Level 4 or Level 5. Because the level of detail is high, the English, including specialist vocabulary, excellent, and the answer tightly argued, this should be worth a mark within Level 5.</p>	<p>(14) The last paragraph provides a clear conclusion, which attempts at the end to extend the argument by differentiating between the increased political power of the King and the increased power over doctrine. This could have been developed earlier on. The last idea about the squire is not developed or really explained, and more properly belongs to later centuries.</p>
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<p>Mark Scheme</p>
<p>L1:</p> <p>Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak.</p> <p style="text-align: right;">[1–6 marks]</p>
<p>L2:</p> <p>Answers will show some understanding of the demands of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of different historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured.</p> <p style="text-align: right;">[7–11 marks]</p>
<p>L3:</p> <p>Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material.</p> <p style="text-align: right;">[12–16 marks]</p>
<p>L4:</p> <p>Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication.</p> <p style="text-align: right;">[17–21 marks]</p>

L5:

Answers will be well focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary.

[22–24 marks]

Chronology: Key Events in *The Church in England: the Struggle for Supremacy, 1529–1547*

- | | |
|-------------|---|
| 1529 | Reformation Parliament meets; Wolsey disgraced. |
| 1530 | Church charged with <i>praemunire</i> . Death of Cardinal Wolsey. |
| 1531 | Charge of <i>praemunire</i> dropped in return for a grant of £100,000. |
| 1532 | Emergence of Thomas Cromwell as the king's chief minister. Thomas Cranmer appointed Archbishop of Canterbury following death of Warham. Supplication against the Ordinaries. Submission of the Clergy. Act in Restraint of Annates. |
| 1533 | Cranmer declares Henry's marriage to Catherine of Aragon invalid. |
| 1534 | Marriage of Henry VIII to Anne Boleyn. |
| 1535 | Act in Restraint of Appeals. Cromwell appointed Chancellor of the Exchequer. Act of First Fruits and Tithes. Cromwell appointed Henry's Principal Secretary. Act of Supremacy. Treasons Act. Execution of Bishop John Fisher and Sir Thomas More. Visitations to monasteries. |
| 1536 | Publication of the Ten Articles. Closure of smaller monasteries. Pilgrimage of Grace. Act for Extinguishing the Authority of the Bishop of Rome. Execution of Anne Boleyn. |
| 1537 | Birth of Edward to Henry's third wife, Jane Seymour. |
| 1538–40 | Closure of the larger monasteries. |
| 1539 | Publication of the Six Articles and the Great Bible. |
| 1540 | Cromwell executed on charge of treason. |
| 1542–43 | War against Scotland. |
| 1544–46 | War against France. |
| 1544 | Succession Act. |
| 1547 (Jan.) | Henry VIII dies. |

Teaching Activities

1. Draw up a table in two columns. In one column list the arguments used by Henry VIII in favour of a divorce from Catherine. In the other column list the arguments against a divorce used by Catherine and/or the Pope.
2. Draw up a table for the laws passed in 1533–1534.

LAWS	Summary of what it said	Its significance
(list of Acts passed by Parliament, 1533–1534)		

3. Draw up a timeline for the story of the dissolution of the monasteries, covering the years 1536–1540. At what point in the story did the closure of ALL the monasteries become inevitable?
4. Compare the religious beliefs and attitudes of King Henry VIII:
 - (a) in the 1520s after he had written his book defending the Pope and had been rewarded with the title 'Fidei Defensor'
 - (b) in the late 1530s when the political Reformation had been achieved
 - (c) in the mid-1540s after the publication of the King's Book and his marriage to Catherine Parr.
5. Summarise the effects of the political Reformation of 1529–1536 in terms of
 - (a) the powers of Parliament
 - (b) the power of the King
 - (c) the King's finances
 - (d) Henry VIII's foreign policy
 - (e) Lutheranism in England.

Additional Sample Questions

- (a) Explain the importance of the humanists and early Lutheran supporters in England in the 1520s. **[12 marks]**
- (b) Explain the reasons for the dissolution of the monasteries. **[12 marks]**
- (c) 'Anticlericalism was the main reason why there was so little opposition to Henry VIII taking control of the Church from the Pope.' Explain why you agree or disagree with this view. **[24 marks]**
- (d) 'The impact of the dissolution of the monasteries in England has been greatly exaggerated.' Explain why you agree or disagree with this view. **[24 marks]**
- (e) 'Henry VIII's foreign policy in the 1540s was a total disaster.' Explain why you agree or disagree with this view. **[24 marks]**

Resources

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