



AS HISTORY 7041/2D

Religious conflict and the Church in England, c1529–c1570

Component 2D The break with Rome, c1529–1547

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

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

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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2025 AQA and its licensors. All rights reserved.

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, which of these two sources is more valuable in explaining the state of religion in England in the last years of Henry VIII?

[25 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and having little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the speech is valuable as it is from the last speech made by Henry VIII to Parliament and contains his reflection on the state of religion in England shortly before his death
- Henry VIII is addressing those who are responsible for the legislation passed which defined religious practice
- the tone is hectoring and imperious. Henry undermines his audience and clearly demonstrates his authority as Head of the Church.

Content and argument

- the speech is valuable as it shows Henry's reactions in the last years of his reign. He addresses the issue of reading of the Bible in English, suggesting the problems of allowing the laity in general to read the word of God. Despite parliamentary attempts to restrict reading of the Bible, it clearly has provided the laity with an opportunity to explore their own religious beliefs
- the speech is valuable as Henry outlines many of the problems which have occurred as a result of the break with Rome. The authority of the Church being challenged through legislation, many now challenge the authority of the clergy
- the speech is valuable in presenting a response. However, the speech is not explicit as to the actual teachings of the Church. The Six Articles had replaced the Ten Articles, but Henry is mainly focusing on consequent behaviour rather than belief
- the speech is valuable in showing the complex results of religious policy in the 1540s.

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

Provenance and tone

- this is a valuable account as it is neither overtly justifying either the actions of the condemned nor those who are condemning
- the Chronicle was kept by a servant of the King. It has a value in that the account was kept privately and only published at a later date. The information about the treatment of Anne Askew by officials was not made known at the time
- the tone is factual and provides details of the treatment of heretics without explanation.

Content and argument

- the source is valuable in giving a contemporary definition of heresy in terms of the denial of transubstantiation. Transubstantiation was a central belief of the Act of Six Articles and the King's Book
- the source is valuable in that it shows that Anne Askew was tortured after having been found guilty of heresy. There was no policy on the torture of women; it was outside of accepted behaviour. No explanation is given as to why she was tortured which undermines the value of the source. The speculation was that Richard Rich wished her to implicate Queen Katherine for holding heretical views
- the source is valuable in showing that those accused of heresy were not provided with a trial by jury. They were found guilty in a Church court, which shows the relationship between legislation passed by Parliament and prosecution in Church courts. This is valuable in demonstrating the summary treatment of those who were prepared to stand up for their religious views
- the source is valuable in that it shows that there was an opportunity for heretics to renounce their views, although the reason for Shaxton's renunciation is not made clear. The source is valuable in providing details of the range of people who were prepared to challenge the religious policy of Henry's government.

In arriving at a judgement as to which source might be of greater value as to the state of religion, students might consider Source A to be the most useful as it is a speech made by the King himself; significantly it shows how religious policy was failing. Alternatively, some may consider Source B to be more valuable as it presents a contemporary account, without judgement, as to how those who transgressed religious policy were treated. It is also valuable as it shows the range of people who were prepared to challenge religious policy and the continued existence of protestant views.

Section B

0 2 'In c1529 the Church's social role was as important as its religious role.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 Church's social role was as important as its religious role might include:

- the Church provided a structure for the year. The liturgical year reflected the needs of the community and imposed control. For example: periods of fasting and festivals. The significance of Holy Days
- the Church Courts imposed fines on anti-social behaviours; these were reinforced through sermons. There were few other mechanisms of social control
- the Church provided aid for the poor and education through schooling, both in the parishes and through monastic institutions
- the use of activities such as pilgrimages and veneration of relics, the existence of lay guilds, were a means of social cohesion and mutual support.

Arguments challenging the view that in c1529 the Church's social role was as important as its religious role might include:

- the primary purpose of the Church was to provide the means of salvation through forgiveness and penance
- the enactment of the liturgy was the key activity in parish churches – all inhabitants of the parish would be aware of the presence of God by the use of the sacring bell
- the clergy's role was primarily religious – for example the main purpose of chantries and monastic institutions was to pray for the dead
- religion was the medium through which people in the sixteenth century viewed the world.

For many people in the sixteenth century, the social role of the Church was the means by which their daily lives were shaped, controlled and supported. This was the means by which they would have experienced religion. However, the religious role of the Church was key; people's lives were shaped by the need to seek salvation and for their souls to make their progress through purgatory.

0 3 'The most important reason for Cromwell's downfall was that he lost the support of Henry VIII.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 important reason for Cromwell's downfall was that he lost the support of Henry VIII might include:

- Cromwell's religious views did not reflect those of Henry himself. Henry had been prepared to support Cromwell's religious reforms to secure the annulment of his marriage and the establishment of a Church independent of Rome
- Henry VIII believed that Cromwell had achieved what was asked of him, in terms of the Dissolution and the creation of the war chest. Henry did not support any further change
- the decision to remove Cromwell was Henry's alone. Henry had a reputation of ruthlessly disposing of those who had been closest to him
- Cromwell had angered Henry with the failed marriage to Anne of Cleves and the relationship with the Schmalkaldic League.

Arguments challenging the view that the most important reason for Cromwell's downfall was that he lost the support of Henry VIII might include:

- Cromwell's main rival for power was the Duke of Norfolk who had supported Cromwell in his involvement with Anne Boleyn but believed that Cromwell was an obstacle to achieving his own religious views. Norfolk was the key player in Cromwell's downfall
- the main pressure to remove Cromwell came from the Privy Council who actively resented Cromwell's background in the minor gentry. His position was weakened further when he was made Earl of Essex
- Cromwell was complicit in his own downfall for his arrogance and treatment of those who opposed him. He failed to recognise that he would only be tolerated by the nobility.

Although it has been suggested that Henry VIII was incapable of thinking independently, it is unlikely that the Duke of Norfolk and other members of the Privy Council would have acted against Cromwell had he had the full support of Henry VIII. There is evidence that the case concerning heretics in Calais was constructed to be used against Cromwell. It is possible to argue that Cromwell was the most significant individual in his own downfall, as he ultimately failed to secure the continued support of Henry.