

GCSE (9–1)

Teachers' Guide

HISTORY A **(EXPLAINING THE MODERN WORLD)**

J410

For first teaching in 2016

The English Reformation **c1520-c1550**

Version 1



Introduction and rationale

This depth study examines the causes, events and consequences of the English Reformation. The primary focus is NOT on the traditional political narrative of 'The King's Great Matter' although clearly that issue is referred to in the study. The main focus of this study is on the English Reformation from religious, social, economic and cultural perspectives. This is designed to provide a contrast with the strong political focus of the Power, Monarchy and Democracy British Thematic Unit which is studied in tandem with the Reformation depth study.

Learners following the Power, Monarchy and Democracy thematic study will be familiar with aspects of politics and government in the reign of Henry VIII and Edward VI. The unit offers an opportunity for students to consider the relationship between power and religion in England at this time, particularly the impact of religious change on the ordinary people. Although they will not be asked questions relating to historical interpretation, they will come across some of the main debates about key issues, including:

- the nature of the English Church and religious practice before the Reformation
- the pressures for religious change
- the methods by which religious change was brought about
- the reaction of the population to religious change
- the impact of the Reformation in religious, economic, social and psychological terms.

Assessment

In the examination learners will be asked to demonstrate the ability to explain key events and developments and their impacts. They will also be assessed on their ability to use historical sources in an investigation.

A note on sources

The use of sources is a prominent feature of the exam on this unit. The general working assumption is that sources will be contemporary to the period studied, ie c1520-c1550. All sources will refer to and be about events and developments in the period 1520-1550. However, it is possible that the examination will use sources which are slightly outside this date range in terms of their date of writing or publication. Thus there may be sources from the 1540s commenting on the Dissolution of the Monasteries or sources from the 1550s on the reign of Edward VI.

Common misconceptions

- It is anticipated that students will find some of the religious concepts unfamiliar and could easily underestimate the role that religion played during this period.
- Students may also need reminding of the significance of the church in this period beyond purely religious matters. Its role in society could be compared to the modern media and the NHS and welfare system and the civil service and the judiciary.
- There is a danger of students assuming that the Reformation was inevitable and underestimating the difficulty of achieving it. There is also a danger of assuming that because it stayed in place, the Reformation had widespread popular support. This is an issue of very lively academic debate.

Note on the termly planning guide

The key element in all of the termly planning guide is the Key Task. It is not the place of OCR to dictate teaching methods to teachers. However, it is the advice of the teachers and examiners who have helped to create this Scheme of Work that it is not a productive use of course time to ask students to record and try to remember every event. The structure of the course and its assessment is such that if students have discussed, considered and possibly even argued about the questions in the issues column, and completed the Key Tasks, then it should be the work from those tasks which they should revise. This will prepare them most effectively for the examination.

Key topic: The English Reformation c1520-1535							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Role and importance of the church in England c1520	2.5	Importance and wealth of the church The relationship between church and ordinary people	Where did the wealth and power of the church come from? How important was religion and the church in people's lives? How/why was the church so central to local communities?	Concept map to list examples of the power of the church (religious, political, financial). Use sources to investigate: How can we tell that religion and the church mattered? Find evidence that the church provided: <ul style="list-style-type: none"> - a link to God - comfort - social life. 	Explaining The Modern World: Power by Ben Walsh, Hannah Dalton, Paul Shuter. Published by Hodder ISBN 9781471862861 BBC History: Eve of the Reformation http://www.bbc.co.uk/history/british/tudors/human_reformation_01.shtml	Look for local examples of some of the key features of religious life in the local environment. Church interiors are an obvious source of information but so are church exteriors and graveyards. Many place and street names reveal connections with the church. Even in urban areas the street patterns preserve the location of village greens where fetes and church ales would have been held.	There are two main elements to this section. The first is to understand the nature and importance of religious life before the Reformation. Closely related to this is the need to understand how changing something as prominent as the church would be a shock and would probably be resisted.

Key topic: The English Reformation c1520-1535							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Critics of the Church	1.5	Main criticisms Reasons for criticisms Extent of support for reform	Who were the critics of the church? What were the main criticisms?	Create biographies of key reformers – Tyndale, Fish, Cranmer. Briefing report on the main criticisms of the Church. Pendulum diagram showing shift in influence of reformers		Students construct petitions from local parishioners either in support of their church/clergy or demanding reform.	The ideas of the Lollards and Luther are important as background to shaping the views of the critics of the church but the primary focus is on critics of the English church in England.

Key topic: The English Reformation c1520-1535							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Making the Reformation	2	Henry VII's annulment	Why did Henry VIII really break with Rome?	Create cards listing key factors (heir, religion, power, money, court, reformers).		Students devise a one hour TV documentary and decide how much time to be devoted to each reason for Reformation (to reflect significance).	The high politics of the King's Great Matter is important context but the main focus should be on the reasons for the break with Rome and the extent of support for this measure.
		Mechanics of the Reformation	How did Henry achieve his Reformation?	Add Cromwell to list of figures profiled – give a mark out of ten for significance of his role.		Stage a parish meeting to advise the local MP whether or not to vote for the Act of Supremacy.	
		Attitudes to reform	Did people want change?	Evaluate views – was this a Reformation from above or below?			

Key topic: Dissolution of the Monasteries c1534-c1540							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Reasons for and process of Dissolution	2	Work of Cromwell, Valor and Visitations, Suppression Acts	Why were the monasteries dissolved? How was the dissolution achieved?	Create a table and record examples of religious, financial, political and anti-Catholic reasons Make a list of the key measures. Rate them according to the following scale in achieving the Dissolution: - essential - useful - not important - irrelevant.		Take a selection of sources relating to the Dissolution. Decide whether they are reliable evidence that: - ordinary people wanted Dissolution - powerful people wanted Dissolution - the investigations were fair.	

Key topic: Dissolution of the Monasteries c1534-c1540							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Reaction and effects of Dissolution	3	Supporters and opponents Effects of Dissolution on religious orders, lives of ordinary people	Who supported the dissolution and why? How did the Reformation affect the country?	Create cards for Henry VIII; Cromwell; pro-Dissolution MPs; religious reformers. List 2 or more reasons why each wanted the Dissolution Find a photograph of a ruined abbey. Make this the central focus of a spider diagram listing the effects of the dissolution.		Students could research and collect source material which supports the points set out in their cards and their diagram.	The specification is separated into sections to allow the Pilgrimage of Grace to be investigated as a separate case study. Teachers may feel that they want to take a strictly chronological approach and 'pause' the wider narrative with the Pilgrimage Case Study and then return to the narrative.

Key topic: Dissolution of the Monasteries c1534-c1540							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Resistance to Dissolution	1	Lincolnshire Rising and the Pilgrimage of Grace	Who opposed it and what happened to them?		Representations of the Pilgrimage of Grace: The king and Cromwell tried to present the Pilgrimage as a treasonous attempt to overthrow the king. Ask students to collect evidence which supports or contradicts this claim	Ask students to locate two <i>contemporary</i> sources which suggest the Dissolution was popular and which suggest it was unpopular. Ask students to locate two examples of <i>later</i> interpretations the Dissolution was popular and which suggest it was unpopular.	

Key topic: The impact of the Reformation in English parishes c1534.c1550							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Development of religious policy under Henry VIII and Edward VI	2	<p>Main changes under Henry VIII</p> <p>Main changes under Edward VI</p> <p>Enforcement</p>	<p>How far was Henry VIII's Church Protestant?</p> <p>How far was Edward VI's Church Protestant?</p> <p>How were the changes enforced?</p>	<p>Draw a pendulum to show the changes in religious policy. At one end is Catholicism, the other Protestantism. Indicate where the English church was at key dates. Annotate to explain.</p> <p>Compare the methods of Henry VII and Edward VI. Could one be said to be harsher than the other?</p>		<p>There is a lively academic debate about the extent to which the Reformation was welcomed. Key figures in the debate include Eamon Duffy and A.G. Dickens. There is such a big gap between these two that students might enjoy looking for extracts which reveal this.</p>	<p>In this period in particular many of the sources which represent the Catholic perspective come from after 1550, during the reign of Mary. Dissent was crushed in the time of Henry VIII and Edward, and of course anti-Protestant material in Mary's reign would have been promoted.</p>

Key topic: The impact of the Reformation in English parishes c1534.c1550							
Indicative content	Teaching and learning hours	Specified content	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Resources	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
Effects of religious change at local level	2	Religious worship, services, prayer books Fabric of churches Effects on clergy	Who gained and who lost from the Reformation?	Life graph to summarise the positive and negative effects of the Reformation for different groups.		Students devise a one hour TV documentary and decide how much time to be devoted to each effect of Reformation (to reflect significance).	
Responses to religious change	2	Protest Reaction of society	The Prayer Book Rebellion	Comparison – how similar was the Prayer Book Rebellion to the Pilgrimage of Grace? Comparison – impact of Reformation on the ordinary people compared to the nobility.		Case studies of prominent families and their responses to change. The methods used by 'grass root' historians like Eamon Duffy to uncover the perspectives of ordinary people.	

Candidate style answers

These candidate style answers have been prepared by a senior member of the assessment team, in order to demonstrate what a high or medium level answer might look like. As these responses have not been moderated, they are banded rather than graded. Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.

Explain why the church was so wealthy in the 1530s. (10 marks)

Top-level answer

The Church was wealthy in 1530 for many reasons. One reason was that people had to pay a tithe of 10% of their money or goods. Because almost every person in England was religious, they obeyed this and gave this to the Church, because to not do would offend God and the most powerful organisation in the country. Having such a large income source made the Church very wealthy.

Another reason was because the Church charged for their services. This included burials, weddings and writing contracts. It also included saying prayers to get dead family members into heaven more quickly. Also if people had sinned, they went on pilgrimages to holy sites, and they had to pay the Church to visit them and be blessed. Because people were so religious, they were happy to pay for these services which were necessary and this was a source of income.

The biggest source of income was from bequests. This was where people left land and money to the Church in return for a prominent burial like in a cathedral or prayers for their soul. The Church began to build up land because of this, and by 1530 some historians think that the Church owned about 1/3 of the land in England.

Commentary

This response demonstrates a range of detailed and accurate knowledge and understanding that is used to develop a full explanation and thorough, convincing analysis.

Medium-level answer

People in Medieval England paid the Church a tithe. This meant that they paid 10% of their money to the Church. So if they were a farmer, they paid 10% of their harvest and if they were a merchant they paid 10% of their money. Also people paid priests to do things like say prayers for dead relatives to help them go to heaven, or to do weddings if someone was getting married. There was no one else who could do these things. So the Church became very wealthy because of the number of people paying them for services and also paying the tithe.

Commentary

The candidate has a good reason which answers the question and has some good detail with it. To improve, the candidate could write more analytically and less descriptively, and they could also add another reason for the Church's wealth.

Study sources A-C. 'The Dissolution of the monasteries was a popular measure.' How far do sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)

Top-level answer

Source A supports the statement. It shows that things were happening in the monasteries that were not following the Rule of Benedict. For example, at Lichfield two nuns were pregnant, so they were not celibate, and at Pershore, the monks were drunk, which would show that they were not taking Mass seriously. This would support the view that closing the monasteries was popular because generally people were very religious and would not like to hear that members of the Church were abusing their position.

Source B also supports this idea because it says that there was 'much sin and disgusting living' in the monasteries. The monks and nuns will be moved to other monasteries and convents where they would be 'required to improve their lives.' This would support Source A in showing that closing the monasteries would be popular amongst people who were angry at the reports of the lifestyles in the monasteries.

However, these sources do not fully convince me because they are less reliable. Source A was from the report supervised by Cromwell. The inspectors were instructed to find problems, because Cromwell was a Protestant who disapproved of the Catholic Church, and also Cromwell knew that the King wanted an excuse to close them to gain land and money. The inspectors were told to find problems, and often only had a short time to visit the monasteries. Therefore, they may have been overly critical. Similarly, the law (Source B) needed to justify the decision, so it needed to criticise the Church, and also it was supported by MPs, who were often Protestant, and wealthy people, who would gain land from the law, so it may be more critical than is true. Also the population did not get a say in laws, so it may not represent the attitudes of people who were not wealthy.

Source C challenges the statement. It claims that closing of the monasteries is a bad thing, by saying that 'religious services will not be carried out' and that 'the poor will

not be looked after.' It also claims that the monasteries were popular with the people, which means that closing them would not be popular.

It is true that because this was connected to the Pilgrimage of Grace, Robert Aske would have had to claim to have popular support if he hoped to persuade Henry VIII to change his policy. But this must have been a popular opinion since Aske led about 35,000 people, and 40,000 marched in Lincoln on a similar protest, and these marchers were risking fighting professional soldiers so this suggests that Source C is representative of the genuine views of a large number of people.

Overall, Source A and B agree with the statement by showing the problems with the monasteries, and Source C disagrees by saying that the monasteries were popular. Overall, I am more convinced by Source C. This is because Source A was written with a religious and political purpose which makes it not objective, and Source B only represents the views of wealthy people and MPs who were a minority, whereas C represents a huge number of people who were willing to risk their lives for this viewpoint so it is a more convincing interpretation. Therefore, these sources do not convince me that the statement is correct.

Commentary

The answer uses all three sources, and it has a clear focus on the question. It uses the content as well as the provenance and context to analyse each source. It doesn't just consider whether each source agrees or disagrees, but it actually then uses reasoning to make a judgement which gives an overall answer to the question.

Study sources A-C. 'The Dissolution of the monasteries was a popular measure.' How far do sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)

Medium-level answer

Sources A and B both show that the monasteries were full of examples of behaviour that broke the rules for monks. Source A says that monks and nuns were breaking the rules in many locations, like one taking money from piracy and another selling timber that was not his. Source B says that the behaviour was 'sinful' and 'disgusting' and would offend God and the king. If behaviour was this bad, then people would be angry. They trusted the Church to look after their souls and get them to heaven, so people would most likely be happy to hear that these badly behaved monasteries were closed down.

Source C disagrees. It is from the Pilgrimage of Grace which was a big protest march. The letter complains that the monasteries were 'much loved' and that people were worried about what would happen if the monasteries could not do things like carry out services or look after the poor. This march was supported by about 35,000 people so this is obviously the opinion of a lot of people in England.

Source A and B support the statement by suggesting that the monasteries were bad and so people would want them closed, whereas Source C shows that people did not want the monasteries closing.

Commentary

This answer interprets the content of the sources well. It relates the content to the context, weakly with A and B by an awareness of the religious role of the Church in society, and more specifically with Source C by knowledge of the Pilgrimage.

One gap is that the provenance is not used to support the analysis, other than to recognise that C was from the Pilgrimage of Grace. To improve this answer, it needs to have more contextual evaluation and consideration of provenance, and reach an answer to the question which is more than a summary.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications:
resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk/gcsereform

OCR Customer Contact Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2017** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment



ISO 9001

001