

Mark Scheme

Summer 2019

Pearson Edexcel GCSE History (1HI0/B3)

Paper 2: British depth study

B3: Henry VIII and his ministers, 1509-40

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

B3: Henry VIII and his ministers, 1509-40

Question	
1 (a)	Describe **two** features of Elizabeth Barton's opposition to the Reformation. **Target**: Knowledge of key features and characteristics of the period. **AO1**: 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. • *Elizabeth Barton spoke about loyalty to the Pope* ***(1)****, as a devout Benedictine nun* **(1)**. • *Elizabeth Barton claimed to have prophesies about the disastrous consequences of the Reformation* ***(1)****, e.g. predicting Henry's death if he divorced Catherine and married Anne Boleyn* ***(1)****.* • *Elizabeth Barton was arrested and put into the Tower of London* ***(1)****, where she was accused of treason and executed* ***(1)****.* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why it was so difficult for Henry to get his marriage to Catherine of Aragon annulled. You may use the following in your answer: • Pope Clement VII • divorce proceedings in London, 1529 You **must** also use information of your own. **Target**: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In order to obtain an annulment, the pope needed to grant a dispensation and these were rarely given, due to church teachings on the sanctity of marriage.
- Pope Clement VII had been in conflict with Catherine of Aragon's nephew, Charles V, and did not wish to offend him by granting the annulment.
- Although a legatine court was assembled to hear the case for the annulment at Blackfriars in London, it was adjourned in July 1529 before it could make its decision and Campeggio returned to Rome.
- Catherine was popular in England and had widespread support, for example from Bishop Fisher, who wrote books and essays in her defence. This made the court hesitant to proceed.
- Catherine of Aragon refused to enter a nunnery, which would have led to an annulment.
- In spite of Wolsey's position as cardinal, the pope's representative in England, he was unable to grant the annulment himself and he was not able to persuade Clement VII to do so.

Question		
1 (c) (i)		'The main reason for Cromwell's fall from power in 1540 was the failure of Henry's marriage to Anne of Cleves.' How far do you agree? Explain your answer. You may use the following in your answer: • the marriage treaty • the Duke of Norfolk You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- Cromwell had brokered the marriage treaty between Henry and Anne of Cleves, but Henry was unhappy with the marriage.
- Cromwell looked incompetent because, after meeting Anne, Henry had instructed Cromwell to get him out of the marriage, but Cromwell was not able to break the marriage treaty, so the wedding went ahead.
- Henry blamed Cromwell for his Cleves marriage, claiming that he had been tricked into marrying her by Holbein's flattering painting.

Relevant points which counter the statement may include:

- As a powerful enemy of Cromwell, the Duke of Norfolk was able to convince the king that Cromwell was not acting in the king's best interests.
- The Duke of Norfolk had introduced Henry to his niece, Catherine Howard, who was Catholic; Henry's infatuation drew him away from Cromwell.
- Cromwell's Protestantism had earned him many enemies at court, who were able to convince the king of Cromwell's treachery.
- The Dissolution of the Monasteries had contributed to the Pilgrimage of Grace and the king lost confidence in Cromwell's reforms as a result of the rebellion.

Question		
1 (c) (ii)		'The main consequence of the dissolution of the monasteries was an increase in poverty.' How far do you agree? Explain your answer. You may use the following in your answer: • provision of charity • the Pilgrimage of Grace You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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Relevant points which support the statement may include:

- Provision for the poor was reduced and the burden of their care was placed on the general population, e.g. where alms houses were closed.
- Church hospitals had cared for a large number of elderly and infirm people, who were now left without a home or anybody to look after them.
- The servants who had worked in the monasteries, and to a lesser extent the monks and nuns, were left unemployed and destitute.
- Many businesses relied on trade with the monasteries or from pilgrims travelling around the country and this trade disappeared, which had a negative impact on the business owners.

Relevant points which counter the statement may include:

- People were very unhappy at the loss of the monasteries, which led to rebellions, such as the Pilgrimage of Grace.
- Henry benefitted from a huge injection of wealth when he received all the monastic land and valuables from the monasteries.
- The monastic libraries were destroyed, along with countless books and illuminated manuscripts, which had a negative impact on education.
- More land was available for sale.

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