Mark Scheme (Stage 8 Sign Off)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper B3: 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 society in England in 1509. 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. • *England had a strict social hierarchy (1), known as the Great Chain of Being (1).* • *Most people in England lived in the countryside (1), where they worked as tenant farmers or labourers on other people's farms (1).* • *People were strongly religious (1) and so people went to church regularly (1).* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why the dissolution of the monasteries took place. You may use the following in your answer: • inspection of the monasteries • the Reformation 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:

- Cromwell's inspection of the monasteries revealed corruption and vice in some religious houses, which provided a reason for their closure.
- The inspection of the monasteries led to Acts of Parliament, which provided the legal basis for the dissolution of the religious houses.
- The Reformation had led to the Church moving towards Protestantism, which Henry's government claimed did not require monasteries.
- Henry sought to limit the authority of the Pope in England and dissolving the monasteries was an attempt to remove pockets of loyal Catholics from England.
- Henry needed to finance his wars with France. The Church owned a large amount of land and, once this had been confiscated by the Crown, it could be sold off.
- The *Valor Ecclesiasticus* revealed that religious houses held considerable wealth, in the form of land and movable items, such as relics and ornaments. This helped to boost Henry's finances.

Question		
1 (c) (i)		'Wolsey's main foreign policy success was the Treaty of London.' How far do you agree? Explain your answer. You may use the following in your answer: • perpetual peace • Holy Roman Empire 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.*

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:

- Wolsey arranged the Treaty of London, an agreement of perpetual peace among the powers of Europe, which showcased Henry's skills in diplomacy and gratified his desire for glory.
- The Treaty conference took place in London, which increased England's status as a European power.
- Twenty leading rulers of Europe signed up to the Treaty, which boosted Henry and Wolsey's prestige as creators of widespread peace in Europe.
- The Treaty arranged for Henry to receive a payment of 600,000 crowns from France in return for the city of Tournai, increasing the Crown's income.

Relevant points which counter the statement may include:

- Wolsey negotiated an alliance with the Holy Roman Empire at the Treaty of Bruges in 1521, which provided England with a powerful ally against France.
- Wolsey organised the expedition to France, during which Henry defeated the French army at the Battle of the Spurs in 1513, winning the French towns of Tournai and Therouanne; so gaining some territory and fulfilling Henry's desire for military glory.
- Wolsey organised a diplomatic meeting in 1520 that became known as the 'Field of the Cloth of Gold', which placed Henry on an equal footing with the King of France.
- The Treaty of London did not lead to lasting peace in Europe.

Question		
1 (c) (ii)		'The main reason why Anne Boleyn was executed was her failure to provide Henry with a male heir.' How far do you agree? Explain your answer. You may use the following in your answer: • the birth of Elizabeth • Thomas Cromwell 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
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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:

- Anne gave birth to a daughter, Elizabeth, which disappointed Henry, who needed a male heir as an alternative to Princess Mary.
- Henry had been married to Catherine of Aragon, who had not produced a surviving son, for nearly 25 years and he was therefore anxious to secure the succession quickly.
- Henry had broken from the Catholic Church in order to marry Anne, hoping that she would produce a male heir, so he was frustrated by the birth of a daughter.

Relevant points which counter the statement may include:

- Cromwell and Anne disagreed on how to use the funds from the dissolution, which meant that he no longer supported her at court.
- Cromwell was tasked by Henry with gathering evidence of Anne's alleged infidelity, which led to him using spies in her household and interrogating courtiers. He was therefore able to build a case against her.
- There were rumours that Anne had been unfaithful to Henry, which led to Henry becoming very jealous.
- Anne made a passing comment to a courtier, relating to the future after Henry's death, which meant she was charged with High Treason for imagining the death of the monarch.
- Catherine of Aragon had died early in 1536, and if Anne were also dead, Henry would be free to marry again in the eyes of the Catholic Church. Therefore he began to seek a way of getting rid of her.

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