

Mark Scheme (Results)

Summer 2023

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Henry VIII and his ministers, 1509-40

Question	
1 (a)	Describe two features of government 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. • *Henry VIII became king of England (1) and he held power over the nation (1).* • *The king was advised by the Royal Council (1), which was made up of powerful noblemen (1).* • *Parliament was used to raise taxes and pass laws (1), it only met when the King summoned it (1).* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why the Pilgrimage of Grace (1536) was a failure. You may use the following in your answer: • the Duke of Norfolk • leadership 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:

- The Duke of Norfolk promised that the pilgrims' demands would be discussed in Parliament, which made the pilgrims incorrectly believe that their grievances would be addressed.
- The Duke of Norfolk offered the pilgrims a pardon if they dispersed, which the pilgrims willingly accepted, so ending the protest without achieving their aims.
- After the pilgrims' leader, Robert Aske, was invited to London to present the Pontefract Articles to the King, he gave the misguided order to disperse, even though the aims had not been achieved.
- The pilgrims did not all share the same aims and there was a tension between landowners and commoners. This lack of unity made it difficult to maintain their opposition.
- The pilgrims maintained their loyalty to the King and it was not their aim to overthrow him, therefore they dispersed when they believed they had achieved their aims.
- The pilgrims underestimated Henry VIII, whom they thought was overinfluenced by Cromwell, and Henry was able to manipulate them into dispersing.

Question		
1 (c) (i)		'In the years 1513-29, Wolsey's main reform in England was the Eltham Ordinances.' How far do you agree? Explain your answer. You may use the following in your answer: • the Privy Chamber • enclosure You must also use information of your own. Target: Analysis and evaluation of second order concepts: change; significance [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:

- The Eltham Ordinances reduced the number of Gentlemen of the Bedchamber within the Privy Chamber from twelve to six. This reduced the political influence that nobles were able to have over Henry.
- The Eltham Ordinances made changes to the day-to-day running of the King's court, in order to make it more efficient; for example, the number of servants courtiers were allowed was reduced.
- The Eltham Ordinances standardised meal times for the court, reducing the cost and amount of waste created through feeding the courtiers.

Relevant points which counter the statement may include:

- Wolsey took action against enclosure, by prosecuting some landowners who had enclosed land.
- Wolsey made changes to the court system, which made it cheaper and easier for commoners to bring cases to court.
- Wolsey made changes to the tax system, which improved its efficiency and increased the amount of tax revenue received by the King.
- Wolsey attempted to implement a tax called the Amicable Grant in 1525, to pay for war with France.
- The Eltham Ordinances were passed in 1526, shortly before Wolsey fell from favour, and did not result in lasting changes to the way England was governed.

<table>
<tr><td colspan="2">Question</td><td></td></tr>
<tr><td colspan="2">1 (c) (ii)</td><td>'The main reason for Cromwell's rise to power was his service to Wolsey.'

How far do you agree? Explain your answer.

You may use the following in your answer:
• loyalty
• annulment
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.</td></tr>
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• 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.</td></tr>
<tr><td>3</td><td>9–12</td><td>• 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.</td></tr>
<tr><td>4</td><td>13–16</td><td>• 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.</td></tr>
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Relevant points which support the statement may include:

- Cromwell's loyalty to Wolsey, even after Wolsey's fall, was noted by Henry, who valued loyalty in his courtiers.
- Cromwell had run Wolsey's household efficiently and managed Wolsey's affairs after his death with a skill that impressed Henry.
- Cromwell continued to serve Wolsey's estates after Wolsey's death and this gave him unprecedented access to Henry in order to discuss their dispersal. This helped him to earn Henry's trust.
- Cromwell had been appointed to Wolsey's council before Wolsey's downfall and this indicated a high degree of respect for his abilities, from someone close to Henry.

Relevant points which counter the statement may include:

- Cromwell was able to orchestrate the annulment of Henry's marriage to Catherine of Aragon, clearing the way for Henry's marriage to Anne Boleyn. This significantly improved his standing at court.
- Cromwell showed significant political skill by manipulating Parliament to provide Henry with the power he needed to challenge the Pope.
- Cromwell had a good relationship with the Boleyn faction and Anne Boleyn encouraged Henry to promote Cromwell and give him more responsibilities.
- Cromwell had considerable legal expertise and experience that made him valuable in the King's service.

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