

# Mark Scheme (Final)

## Summer 2025

Pearson Edexcel GCSE
in History (1HI0)
Paper B3: British depth study

B3: Henry VIII and his ministers, 1509–40

**Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

**Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025
Question Paper Log Number P76421A
Publications Code 1HI0_B3_2506_MS
All the material in this publication is copyright
© Pearson Education Ltd 2025

**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.

## B3: Henry VIII and his ministers, 1509–40

| Question | |
|---|---|
| 1 (a) | Describe **one** feature of the Eltham Ordinances introduced by Wolsey.<br><br>**Target**: knowledge of key features and characteristics of the period.<br>**AO1**: 2 marks. |
| **Marking instructions** | |
| Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information.<br>e.g.<br>• *The Eltham Ordinances were reforms to the Royal Court* ***(1)****, introduced by Wolsey in 1526* ***(1)****.*<br>• *The Eltham Ordinances set out rules for court life* ***(1)****, e.g. the duties of the king's barber* ***(1)****.*<br>• *The Eltham Ordinances were designed to reduce the amount of money the royal household spent* ***(1)****, e.g. reducing the number of Privy Chamber members* ***(1)****.*<br><br>Accept other appropriate features and supporting information. | |

| Question | |
|---|---|
| 1 (b) | Describe **one** feature of Henry VIII's break with Rome.<br><br>**Target**: Knowledge of key features and characteristics of the period.<br>**AO1**: 2 marks. |
| **Marking instructions** | |
| Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g.<br>• *Henry VIII broke with Rome so he could end his marriage to Catherine of Aragon* ***(1)****. The Pope opposed ending the marriage* ***(1)****.*<br>• *The Act of Supremacy recognised Henry VIII as Supreme Head of the Church in England* ***(1)****, with sovereignty over the Church* ***(1)****.*<br>• *The break with Rome severed ties between the Church in England and the Pope in Rome* ***(1)****, removing papal authority from England* ***(1)****.*<br><br>Accept other appropriate features and supporting information. | |

| Question | | |
|---|---|---|
| **2** | | Explain why Cromwell was involved in arranging King Henry VIII's marriages in the years 1533-40.<br><br>You **may** use the following in your answer:<br>• Cromwell as Chief Minister<br>• Anne of Cleves<br>You **must** also use information of your own.<br><br>**Target**: Analysis of second order concepts: causation [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 6 marks.<br>**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]<br>• 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]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] |
| **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]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*Maximum 8 marks for answers that do not address three or more aspects of content.* |
| **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]<br>• 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]<br>*No access to Level 4 for answers that do not address three or more aspects of content.* |

**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 role as Chief Minister meant that his role was to help Henry achieve his aims and Henry wanted a male heir. Therefore, Cromwell assisted him by arranging successive marriages.
- Cromwell wanted to pursue an alliance with Protestant powers in Europe and therefore encouraged Henry to marry Anne of Cleves in 1540.
- Cromwell supported Henry's quest for a male heir, and therefore arranged an annulment for Henry from his first wife, thus enabling Henry to marry Anne Boleyn in 1533.
- Cromwell helped to arrange Henry's marriage to Anne Boleyn because Cromwell and Anne were both supporters of reforming the Church.
- Cromwell fell out of favour with the Boleyn faction and therefore gathered evidence that led to the execution of Anne Boleyn in 1536, enabling Henry to marry Jane Seymour.
- Following the death of Jane Seymour in 1537, Cromwell encouraged Henry to marry again, to secure the dynasty.

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">3</td><td>‘In the years 1509–29, King Henry VIII’s main aim was to conquer France.’ How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• victory at the Battle of the Spurs (1513)<br>• Renaissance Prince<br>You must also use information of your own.<br><br>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>AO2: 10 marks.<br>AO1: 6 marks.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>1</td><td>1–4</td><td>• A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2]</td></tr>
<tr><td>2</td><td>5–8</td><td>• 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]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]</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]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>Maximum 11 marks for answers that do not address three or more aspects of content.</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]<br>• 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]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>No access to Level 4 for answers that do not address three or more aspects of content.</td></tr>
</table>

**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:

- Henry led an expedition to France in 1513, capturing the cities of Tournai and Thérouanne after victory at the Battle of the Spurs. This indicated his desire to control France.
- Henry's initial aim as monarch was to show military prowess by conquering France, bringing power and glory to England.
- Henry had a personal rivalry with Francis I of France, which led to repeated campaigns in France to try to compete with Francis.
- Henry declared war on France in 1522 and signed the Treaty of Windsor with Charles V, in which they agreed to share France between them, demonstrating Henry's continued aim to conquer France.

Relevant points which counter the statement may include:

- Henry wanted to attract prestige to his court by promoting himself as a Renaissance prince, with a court that flourished with art, philosophy and learning.
- Henry wanted to secure the Tudor dynasty by having male heirs. This aim became steadily more pressing in the 1520s, leading to Wolsey's involvement in trying to secure an annulment from 1527.
- Henry aimed to maintain the security of the Tudor dynasty and allowed Wolsey to pursue policies that promoted this.
- In 1520, Henry sought a closer relationship with King Francis through the 'Field of the Cloth of Gold', indicating that his desire to conquer France was not constant.

| Question | | |
|---|---|---|
| **4** | | 'The main consequence of the dissolution of the monasteries was the increase in the wealth of King Henry VIII.' How far do you agree? Explain your answer.<br><br>You **may** use the following in your answer:<br>• the sale of Church land<br>• care for the sick and elderly<br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks.<br>**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]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• 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]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2] |
| **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]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for answers that do not address three or more aspects of content.* |
| **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]<br>• 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]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not address three or more aspects of content.* |

**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:

- So much wealth came to the Crown from the dissolution of the monasteries that the Court of Augmentations was set up to handle the sale of Church land.
- The monasteries had previously owned at least 15 per cent of English land, and possibly as much as 30 per cent. Henry was able to sell some of the monastic land, further increasing his wealth.
- Henry benefitted from a huge injection of wealth when he received all the valuables from the monasteries.

Relevant points which counter the statement may include:

- Hospitals run by the Church had traditionally provided care to elderly and infirm people, who were now left without a place to live or anybody to look after them.
- Church provision for the poor, such as alms houses, was lost.
- Monks, nuns and the servants who had worked in the monasteries were left unemployed and destitute.
- Monasteries had been centres of learning, and their libraries, together with the education they provided, were lost.
- There was unrest among the population at the loss of the monasteries, which led to the Pilgrimage of Grace occurring in 1536.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom