



Examiners' Report

June 2024

GCSE History 1HI0 B3

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Introduction

Section B of Paper 2 assesses the British Depth Study. Candidates are required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). For 2024, the B paper was sat alongside the P paper, for a total of 64 marks.

Question 1a follows an identical format to Q1 on Paper 1. Candidates should identify two features or characteristics of the topic named in the question and then add a further detail which will develop each feature or provide context for it. It is important that candidates understand that the details need to be connected to the features – four disparate facts are limited to a maximum of two marks.

Question 1b is scored out of 12 marks and the mark scheme is an identical format to Q4 on Paper 1 and Q2 on Paper 3. This question targets the second-order concept of causation. Two stimulus points are provided and these are intended as prompts to remind candidates what they have studied. Candidates do not have to use the stimulus points and, indeed, should not use them if they do not recognise them. Candidates should aim to cover three aspects of content in their answer. The mark scheme has been updated for the 2024 series with a removal of the Level 2 cap at 5 marks for answers that don't go beyond the stimulus points and a reference to three or more aspects of content in Levels 3 and 4.

For Question 1c, candidates have a choice between (i) and (ii). The questions may target any second-order concept, such as consequence or similarity/difference. This question follows the same principles as Q5/6 on Paper 1. As with Q1b, two stimulus points are provided to prompt candidates. It should be noted that the stimulus points will usually relate to aspects of content rather than directly indicating a factor that should be included; their use is not compulsory. There is an expectation that there will be both depth and breadth of knowledge to access the higher levels. Again, the mark scheme has been updated for the 2024 series with a removal of the Level 2 cap at 7 marks and a reference to three or more aspects of content in Levels 3 and 4.

A good proportion of candidates were able to demonstrate broad subject knowledge that supported marks being awarded in Level 3. Those answers that moved into Level 4 showed a good grasp on the conceptual focus of the question and provided a supported judgement, based on criteria; this judgement was often sustained throughout the answer as well as forming the basis of the conclusion, showing careful planning and a coherent line of reasoning. The majority of answers at Level 4 presented a balanced argument but it should be noted that this is not a required structure, as long as the student's judgement is in relation to the full conceptual focus of the question.

At Level 2, candidates would usually provide a good range of relevant content but often struggle to apply this to the second-order concept dictated in the question, often describing the 'how' or 'what' of the topic rather than addressing the question fully. It is important that candidates consider the question carefully and shape their answers in relation to its focus, whether this be causation, consequence, change and continuity, similarity and difference or significance.

Within section B, Q1a uses a points-based mark scheme, while Q1b and Q1c are marked using 'best fit' against a levels of response mark scheme. Progression in AO1 is shown by the student's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a response moving from basic or generalised comments to analytical explanation, showing a line of reasoning which is coherent, logical and sustained. Centres are also reminded that the indicative content in the mark scheme does not imply what must be included in a response, nor does it give any expectation as to how candidates are expected to structure their responses. Any valid analysis and detail are rewarded and examiners noted that some candidates demonstrated impressive knowledge and understanding.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model: assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at TeachingHistory@pearson.com

Question 1 (a)

In Question 1(a), candidates were asked to describe two features of Henry VIII's aims as monarch. Although this topic appears in the first section of the specification, there was no time period included in the question and therefore candidates were able to include relevant aims from throughout the period of the course.

The question was well-answered, with a significant majority of candidates able to identify two of Henry's aims. Popular aims included siring an heir, conquering France, Henry's desire to be seen as a 'Renaissance Prince' and his wish for power and prestige. Less common answers referred to Henry's plans for the Church: this included both his desire to defend the Catholic faith and his later desire to dominate it in pursuit of an annulment. Both approaches were acceptable.

Where candidates provided irrelevant content, this was most commonly related to Henry's personality rather than his aims: that Henry was not interested in the day-to-day workings of government, for example; or to the aims of his ministers, for example, tackling enclosure.

Once again, there were very few blank answers this year and it is pleasing that the vast majority of candidates had a grasp on Henry's aims at some point during his reign. It was unusual for candidates to repeat themselves. The most common barrier to full marks was where candidates had provided incorrect or irrelevant supporting material for a correct aim, for example, stating that Henry wanted a male heir and adding the detail that he wanted to be the most powerful king in Europe.

The vast majority of answers were well-structured to meet the demands of the mark scheme, demonstrating that candidates have been generally well-taught on how to approach the question. It is also noted that very few candidates chose to continue their answer on additional paper, indicating that most understand the value of keeping their answers brief.

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

1 (a) Describe **two** features of Henry VIII's aims as monarch.

(4)

Feature 1

King Henry wanted to
rule France for his
own

Feature 2

he also wanted a male
heir to the throne



ResultsPlus
Examiner Comments

Although the candidate has identified two key pieces of information relevant to the question, there is no contextual information provided in support. Therefore, this answer scores 2 marks.



ResultsPlus
Examiner Tip

Ensure that each key fact is backed up with a supporting piece of evidence.

Henry VIII and his ministers, 1509–40

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

1 (a) Describe **two** features of Henry VIII's aims as monarch.

(4)

Feature 1

One of Henry VIII's aims as a monarch was ~~to~~ to be a Renaissance king. This meant embracing art, music and ~~the~~ European cultures, and was considered very modern.

Feature 2

Another of Henry's aims as a monarch was to win battles and wars against France. This was likely inspired by learnings of the Hundred Years War and inspiration from his ancestor, Henry V.



ResultsPlus
Examiner Comments

This candidate has demonstrated good knowledge of Henry's aims and supported those chosen with background information about each one. This response scored full marks.



ResultsPlus
Examiner Tip

There are many different ways that supporting information can be selected to contextualise the key feature.

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

1 (a) Describe **two** features of Henry VIII's aims as monarch.

(4)

Feature 1

One feature was that Henry wanted to invade France to show authority

Feature 2

Another feature was that Henry wanted to continue his families family to become monarchs after his dad, so this was why he wanted a son badly.



The candidate has identified two of Henry's aims as monarch. The first is very briefly developed, while the second has a little more detail. It was agreed that this development was enough for this response to be scored at full marks.



Responses to Q1a do not need to be overly detailed.

Question 1 (b)

In Question 1(b), candidates were asked to explain the reasons for Wolsey's rise to become King Henry VIII's most important minister by 1519. They were given the stimulus points of Wolsey's personality and the Treaty of London (1518). A considerable proportion of responses were able to use these prompts successfully to, firstly, identify aspects of Wolsey's personality that helped him to rise in Henry's service, for example his intelligence and loyalty; and secondly, by explaining what the Treaty of London was and how this improved Wolsey's status in Henry's eyes.

Other common points of content included references to Wolsey's humble background, his education and his early work for Henry VII; his work on the legal system, including Star Chamber; his successes in organising the campaign in France to pursue Henry's aim of conquest; and the religious posts he held, providing a closer link between Henry and the Catholic Church.

In general, content provided for this question was wide-ranging and it was clear that a majority of candidates have a detailed understanding of this part of the specification. Some students scoring in Level 1 struggled to provide relevant commentary about Wolsey, but it was more common for students at this level to give a brief list of Wolsey's attributes or provide brief but accurate context for the stimulus points. At Level 2, candidates accurately described some of Wolsey's achievements but were unable to link these clearly to his rise to the role of chief minister, more often stating that these things resulted in Henry liking Wolsey, rather than explaining how this led to Wolsey becoming more powerful. The removal of the cap in Level 2 meant that some candidates were able to achieve the top of the level solely by extrapolating from the stimulus points.

Responses in Levels 3 and 4 tended to use specific phrases to help them develop their description into explanation and analysis. Level 3 responses tended to explain the conceptual focus of the question well, but lacked the consistent analysis necessary to move into Level 4. More commonly, responses in this level explained Wolsey's various successes and added a brief comment about how this led to his success with Henry.

Level 4 responses tended to demonstrate strong subject knowledge, which was both detailed and wide-ranging, and a clear ability to organise their answers effectively. At this level, candidates often combined a few examples from typical responses under the umbrella of one aspect, for example, focusing on foreign policy and exemplifying this with the Battle of the Spurs and the Treaty of London.

Some common out-of-period content included Wolsey's organisation of the Field of the Cloth of Gold (1520), his introduction of the Amicable Grant and his reorganisation of the Court through the Eltham Ordinances. Candidates are encouraged to revise the chronology of events in this time period carefully; it is also important to note that the latter of these two content points would be difficult to use to indicate Wolsey's growing importance. A small minority of candidates confused Wolsey with Cromwell.

(b) Explain why Wolsey had become Henry VIII's most important minister by 1519.

(12)

You **may** use the following in your answer:

- Wolsey's personality
- the Treaty of London (1518)

You **must** also use information of your own.

Wolsey had become Henry VIII's most important minister because; Wolsey has gained Henry VIII's trust which was very important for Henry as he didn't trust many people. Wolsey's personality ~~was~~ is what allured ~~Henry~~ Henry to ~~to~~ Wolsey.

Wolsey became important because of the Treaty of London which became profound. ~~Henry VIII~~ Henry VIII really liked the Treaty of London making Wolsey seem good at his job and the ability to make ~~Decisi~~ Decisions. Wolsey's personality was a huge wow factor for Henry. Wolsey was hardworking, as he was ~~the~~ a son of the butcher and was able to make his way up, through hardwork. This very much stood out to Henry VIII.

Wolsey was also important because he helped ~~him~~ King Henry VIII win a war, which was very rare to happen. Winning the war made Henry pleased as it made Henry's image of king even better. Henry was all about self image and Wolsey was able to make Henry appear noble and greater than he really was. This increased Wolsey's status, making him the second richest after ~~Henry~~ Henry VIII.



ResultsPlus
Examiner Comments

This response demonstrates some knowledge and understanding in relation to the topic in the question. The candidate is familiar with Wolsey, his background and some of his achievements. There is an attempt to address the conceptual focus of the question, but the development lacks specific focus on the question or is based on conjecture rather than fact. This response scored in Level 2.



ResultsPlus
Examiner Tip

Where possible, use precise language to describe key events from the course – in this response, for example, naming the war with France.

(b) Explain why Wolsey had become Henry VIII's most important minister by 1519.

(12)

You **may** use the following in your answer:

- Wolsey's personality ✓
- the Treaty of London (1518)

Henry disliked his father's
advisors

You **must** also use information of your own.

The first reason that Wolsey became Henry VIII's most important minister was due to his ~~wit~~ personality. For example, Wolsey was extremely intelligent and ambitious. His wit and charm won him many supporters in court. However, Wolsey was ^{also} extremely ruthless. This meant that the king could rely on him to carry out violent and controversial acts. It also meant that people did not dare to challenge him in court which allowed him to rise to the top. Therefore, Wolsey's personality was a reason why Wolsey had become Henry VIII's most important minister by 1519.

Another reason why Wolsey became Henry VIII's most important minister was due to the Treaty of London in 1518. This was a treaty which promised ~~not~~ universal peace by each country proposing to follow a non aggressive policy by not attacking each other. The treaty was signed by 20 leaders as well as the pope which brought great prestige to Henry and placed him at the centre of European politics. This would have pleased Henry

and would have likely caused him to put a large amount of trust in Wolsey since Wolsey had organised the treaty. Therefore, the Treaty of London was a reason why Wolsey had become Henry's most important minister by 1519.

Another reason why Wolsey became Henry's most important minister was due to the 1512 war with France. Here Wolsey had demonstrated his well organised nature. For example, Wolsey provided a well armed and well equipped army to fight in France. This would have pleased Henry who wanted to be known for military glory. Therefore, the war with Franceⁱⁿ 1512 was a reason why Wolsey had become Henry's most important minister by 1519.



ResultsPlus
Examiner Comments

This response covers several points of content, demonstrating good knowledge and understanding. Each aspect is explained and then some effort is made to link this to the conceptual focus of the question, although this is generally stated and lacks the analysis required for Level 4. This answer scored in Level 3.



ResultsPlus
Examiner Tip

When sharing details of the events of the topic in the question, ensure you spend time linking this to the conceptual focus of the question.

(b) Explain why Wolsey had become Henry VIII's most important minister by 1519.

(12)

You **may** use the following in your answer:

- Wolsey's personality
- the Treaty of London (1518)

• Domestic reforms

You **must** also use information of your own.

Wolsey had become Henry VIII's most important minister by 1519 due to coping with Henry's contradictory foreign ~~policy~~ ^{aims} Wolsey (at times) successfully managed to compute ~~to~~ Henry's foreign ~~policy~~ ^{aims}. For example, Henry wanted to be viewed as a 'universal peacemaker', therefore the Treaty of London in 1518 was created providing universal peace between France (Francis) Spain (Charles) and England - Henry. ~~Wolsey's aim~~ ^{aim from} Another ~~aim~~ ^{aim from} Henry was being viewed as powerful. Wolsey managed to portray Henry as such during the Field of the Cloth of Gold with France - this event provided Henry as prestigious, making Wolsey Henry's most important minister, as he proved that he was capable of completing Henry's desires.

Wolsey also had become Henry VIII's most important minister by 1519 due to his background. Wolsey came from humble beginnings, (his dad being a butcher) and climbed through the ranks himself - which was uncommon

at the time, which was respectable from Henry. However, more importantly, it meant that Wolsey was not posing a threat to Henry or being capable to take over the throne. Regardless of naming himself 'Alte rex', or regardless of ~~being~~ ~~the~~ being the second richest man in England, he will never have the support from nobility to overthrow Henry due to his 'poor' background. Making ~~Henry~~ Wolsey Henry VIII's most important minister by 1519, as ~~he~~ he does not pose as a risk to Henry.

Wolsey also had become Henry's most important minister by 1519 because of his personality. Wolsey was extremely cunning, and also understood Henry well - that ~~he~~ ^{Henry} did not enjoy paperwork - so ~~Henry~~ Wolsey controlled it. Unlike the other ministers (who Henry perceived as old and boring), Wolsey's witty charm enabled a difference from his earlier ministers, and as Henry ~~was~~ enjoyed the 'thrills' of life, Wolsey ~~to~~ supported and managed this whilst enabling the country to continue running. Henry also found Wolsey amusing, creating ~~to~~ a bigger difference between him and the other ministers. Wolsey was efficient assertive, whilst also being able to ~~be~~ ^{get} close with Henry making Wolsey Henry VIII's most important minister by 1519, due to the difference between himself and

The other ministers - and how they acted with Henry.



ResultsPlus
Examiner Comments

This answer focuses consistently on the concept of the question. As specified in the report, this candidate has combined several aspects of content under one cause of Wolsey's rise, doing this most effectively in the first paragraph, which focuses on his foreign policy. There is well-formed analysis throughout. This answer met all the criteria for a Level 4 response and therefore scored full marks.



ResultsPlus
Examiner Tip

Provide a clear answer to the question and then select evidence to support that answer. This will help you to construct an analytical explanation.

Question 1 (c)(i)

Question 1(c) required candidates to analyse a statement related to a debate from the topic and reach an evaluative conclusion. Where candidates achieved Level 4, this evaluation was most often evidenced throughout the essay, demonstrating linked analysis and showing nuance. Conclusions usually involved discussion of the conceptual focus and a weighing up of the different evidence to reach an overall judgement. Most responses included a judgement, but at Levels 2 and 3, this was often stated or repetitive, without supplying justifications or selecting criteria that were relevant to the question. These responses also typically failed to display a running judgement throughout their answer, instead giving evidence relevant to the question and not analysing that evidence in relation to the question.

It was noted by the examining team that there were very few blank answers for Question 1c this year.

Question 1(c)(i) had a causation focus and proved the more popular of the optional questions this year. Candidates were asked to assess whether Henry VIII's desire for an annulment was the main reason for the break with Rome. The stimulus points provided were Pope Clement VII's opposition to the annulment and Thomas Cromwell. This question drew on content from the third part of the specification.

It was clear that this topic was a popular one among candidates, a majority of whom were able to provide some relevant and accurate content in relation to the break with Rome. As well as detailed knowledge of the annulment and Thomas Cromwell's personal religious views and the impact these might have had, common points of content included the wealth held by the Church, the influence of Anne Boleyn, and a sense of anticlericalism in England, linked to the spread of Luther's ideas from continental Europe.

Level 1 responses tended to provide some general information about the topic and it was noted by the examining team that, even at this lower level, candidates demonstrated some knowledge of the international situation vis a vis the Pope and the Holy Roman Emperor. At Level 2, it was common for candidates to provide a clear narrative of the events leading up to the break with Rome but the limiting factor was often an inability to clearly link these events with explanation of how they caused the break: instead, the conceptual focus was left implicit.

Responses in Level 3 made clear links between the content they provided and the causation focus of the question, explaining clearly how each point led to the break with Rome. It was common for responses at this level in particular to take a chronological approach, but to refer back to the question regularly to ensure that the explanation was explicit.

In Level 4, candidates were able to weigh up the factors to evaluate which was the most important reason for the break with Rome, making generalisations about the causes and precisely selecting content to contextualise each cause. Often, they divided causes into short-term and long-term categories, indicating that the desire for an annulment was an ongoing issue but that an increase in Cromwell's power precipitated the event, for example.

Common mistakes included muddling the names of Henry's wives, which only rarely had an impact on a candidate's score, and chronological errors such as including the Valor Ecclesiasticus as a reason for the break with Rome. In some cases, candidates incorrectly focused on the reasons why Henry wanted an annulment.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

On one hand I do agree with the statement as Henry 8th did want to get an annulment. Henry wanted the annulment because he did not want to ~~st~~ still be married to his wife because she failed to give Henry a son. All Henry wanted was a son so he could be the ~~next~~ ^{next} male heir.

~~Next~~ Next male heir. As his current wife had a ~~baby~~ baby girl which could not be an heir as ~~he~~ he needed a son.

Henry tried to get an annulment when he was with Wolsey but Wolsey could not do it which made ~~then~~ Henry angry as Henry was getting older day ~~by~~ by day. That is when Wolsey fell from power.

Thomas Cromwell was Wolsey's best friend so Henry hired him Cromwell as he knew how faithful and willing Wolsey was so Cromwell would also be.

Cromwell did get the annulment for ~~the~~ Henry as it made ~~the~~ Henry a protestant ~~the~~ Cromwell more as Wolsey tried to get the annulment he couldn't because the pope would not allow it as England was a Catholic country and God is higher than Henry on the justice system. And that Henry had taken an oath to God when Henry and his wife had gotten married. Even though ~~the~~ Henry loved being a Catholic he needed to change to protestant to get the annulment so the whole of England had to ~~so~~ so Henry could get his annulment.

When Cromwell had gotten Henry the Annet Henry was over come with joy as he had Wolsy before Cromwell and he had not gotten the annet for him.

On the other hand his bracke from ~~for~~ from Rome was not just for the annet it was mostly for it but most of it was not.

As to conclude this statment up I agree as he did need his bracke from Rome which made his desir for the annet more strong.



This response is typical of many Level 2 responses to this question. The candidate describes the reasons for Henry wanting an annulment, the struggles Wolsey faced in achieving it and Cromwell's eventual success. This candidate is clearly very familiar with this content but has not been able to shape their knowledge to fit the conceptual focus of the question.



Make regular references back to the question through your answer to ensure that your content fits the conceptual focus. Writing an initial plan may also help with this.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I disagree with the statement "the main reason for Henry VIII's break with Rome was his desire for the annulment" because I believe there were alternate motives such as ~~protestant~~ desire for income and the Acts of succession and supremacy which were influenced by protestant counsel.

One reason to disagree with the statement is Henry's desire for money. Henry needed money for his foreign policies and as the 1525 annates grant had failed) alternate incomes were necessary. The Act of Annates which banned sending annates to the pope in Rome meant that more money remained in England to be taxed. Furthermore, the dissolution of monasteries would bring in more money from selling monastic land and decorations. Henry's desire for success abroad with an army required funding which could be provided by the break with Rome, so this was a significant motive for the break from Rome.

On the other hand, one reason to agree with the statement is Henry's desperation to achieve the annulment. Henry required a male heir which Catherine of Aragon could not provide. ~~At the same time~~ Meanwhile, by 1533, Anne Boleyn was confirmed pregnant so had to be married to make the child legitimate. Henry's love for Anne was another reason for his desire for the annulment. Despite this, Pope Clement VII opposed the annulment. ~~The Act~~ The Act in Restraint of Appeals allowed Henry to have the powers of the pope (including granting annulments) but this meant Henry breaking from Rome. However, ~~Cromwell~~ ~~was~~ ~~the~~ ~~person~~ ~~who~~ ~~came~~ ~~up~~ ~~with~~ ~~the~~ ~~idea~~ ~~for~~ ~~the~~ ~~split~~ ~~with~~ ~~Rome~~ This was followed up by the 1534 Acts of Succession and Supremacy which finally banished the pope's influence so that Henry could have Anne as his lawful wife and be the ~~sole~~ head of the church of England. However, Cromwell was the one who came up with these policies - therefore ~~because~~ the desire for the annulment would not have

caused the split with Rome without the ideas of Cromwell.

Another reason to disagree with the statement is Henry's intrigue in protestantism. Whilst a devout Catholic, certain concepts of protestantism suited Henry. Many influential people in his life were Protestants including Cromwell who came up with the Acts causing the break from Rome and Anne Boleyn. Boleyn possessed an illegal copy of the book "The Obedience of a Good Christian Man", which she gave to Henry. Certain concepts in this such as the church being ruled by the head of state appealed to Henry. Cromwell (as Henry's chief minister) influenced the break from Rome and enabled it. He came up with the Act in Restraint of Appeals to allow the ~~establishment~~ commitment. He further came up with the 1534 Act of Succession which was a step towards discarding the Pope's authority in ~~extending~~ changing the line of succession and proving Boleyn as his wife. Cromwell also drafted the 1534 Act of Supremacy which finally discarded the

pope's authority and made Henry head of the church of England. Henry would unlikely have done this without protestant people crowd him (specifically Cornell).

Overall, whilst ~~was~~ desiring the annulment was a significant reason for Henry VIII breaking from Rome, his necessity for money ~~or~~ surpassed this. Additionally, regardless of the motive, without ~~some~~ ~~such~~ influential people such as Anne Boleyn and Thomas Cromwell (Archbishop of Canterbury) influencing his opinions or ~~convince~~ Thomas Cromwell enabling the final break from Rome, he would unlikely have been able to do so.

⊗ Henry used the threat of the break from Rome to ^{act as} pressure the pope into ~~an~~ obliging ~~this~~

⊙ due to the fact that he had formerly been named Defender of the Faith by the pope ~~for~~ for writing "In Defence of the Seven Sacraments" - discrediting protestantism, in 1527. Therefore, someone influenced his change of opinion.

(Total for Question 1 = 32 marks)



This candidate has demonstrated wide-ranging knowledge of this topic, including detailed facts to support an analytical explanation. Aspects of content are evaluated throughout to provide a clear and compelling judgement in relation to the focus of the question. The judgement is fully supported and there is a clear line of reasoning throughout the response. This response scored high in Level 4.



Consider the points you will be making throughout the answer and organise them coherently so that your line of reasoning is clear throughout the response.

Question 1 (c)(ii)

Question 1(c)(ii) had a significance focus. Candidates were invited to assess the extent to which Cromwell's changes to the government marked his most significant achievement between 1534 and 1540. The stimulus points offered were the Privy Council and the dissolution of the monasteries. This question was significantly less popular with candidates, but where candidates did attempt it, they were more likely to score in the higher levels of the mark scheme. It was noted that the best responses were of a standard beyond the expectations of GCSE.

Once again, it was impressive to see strong knowledge of this content regularly demonstrated by candidates. It was not uncommon to read responses that carefully detailed changes with Wales and the Council of the North, as well as changes within government at Westminster prompted by the stimulus point. Counter-points included the Act of Supremacy, the changes to the Church including the dissolution of the monasteries, and the reorganisation of Henry's finances using the Court of Augmentations.

The strongest answers used criteria for making a judgement. The conceptual focus for this question offers a broad range of relevant criteria and it was evident that a good percentage of candidates attempting it had had practice in developing criteria for judging significance. Common approaches considered the extent to which people living in England at this time were affected by his changes, the impact they had on Henry's personal wealth and power, or the longevity of the changes brought about by Cromwell.

In the mid-range, candidates were able to describe a number of changes made by Cromwell but were more likely to state that these were significant, rather than explaining why they were significant or evaluating them against each other. Candidates taking this approach were likely to score in Level 2, achieving up to eight marks. At Level 3, candidates were more often able to supply criteria to judge significance but these were often underdeveloped or applied in isolation, weakening the evaluation.

There were some errors caused by a confusion over the chronology. A few candidates wrote about the annulment, possibly due to this being indicated by Q1ci, but this content was not rewardable within the date range set out by the question. It should be noted, however, that the vast majority of answers to this question did concentrate solely on the specific date range and centres are to be commended for their careful teaching of this period.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1(c)(i) ~~☒~~ Question 1(c)(ii) ☒

~~Although I believe that the main reason for Henry VIII's break with Rome was his desire for an annulment, it may also be argued~~ Although I believe that ~~the~~ Cromwell's most significant achievement was improving the government of England, it may also be argued that ^{him} his changing of England's ^{religion} ~~to a Protestant country~~ was more important.

The first reason why I believe ^{that} Cromwell's most significant achievement was improving the government of England was due to his reform of the Privy Council. Cromwell argued that the privy council, which was made up of 100 members, was too big. Cromwell removed these 100 members and replaced them with 20 permanent advisors who were all professional administrators or lawyers. This prevented one person from dominating in government since everybody would be of equal status. He also appointed a clerk to record ~~the~~ decisions. ~~Therefore~~ Therefore, the privy council is a reason why I believe that Cromwell's most significant achievement was improving the government of England.

Another reason why I believe that Cromwell's most

Significant achievement was improving the government of England was ~~the~~ due to his financial reforms. ^{For example,} the King's Chamber dealt with income (rents, taxes, etc) and expenditure. After the dissolution of the monasteries Cromwell decided that the chamber could not cope with the increased income. Cromwell introduced the Court of Augmentation to deal with wealth and property coming in from the monasteries. He also introduced the Court of First Fruits and Tenths which dealt with taxes paid by the clergy which had previously gone to the Pope. Each department was run by an official who was closely monitored to ensure that they were carrying out their job correctly. This meant that the King's finances were more efficient and corruption was less likely. Therefore, Cromwell's financial reforms are a reason why I believe that Cromwell's most significant achievement was improving the government of England.

However, on the other hand, it can be argued that ~~the~~ Cromwell's most significant achievement was how he changed England ~~to a~~ from a Catholic country to a Protestant country. For example, ~~the~~ Cromwell created the 1533 Act of Supremacy which made Henry VIII the Supreme Head of the Church of England. This took the power ~~from~~ away from the Pope and gave it to Henry. It also meant that Henry could control the

Church's religious beliefs, its wealth, its property and could decide who was given important positions within the church. This meant that the Pope's decisions were worthless in England and ~~made Henry more important~~, increased Henry's power. Therefore, it could be argued that Cromwell's most significant achievement was his break from Rome.

Overall, I believe that Cromwell's most significant achievement was improving the government in England through his reforms of the Privy Council and his ~~reforms~~ financial reforms. However, it may be argued that Cromwell changing England from a Catholic to a Protestant country was more significant.



This Level 3 response clearly explains three changes brought about by Cromwell during his tenure as Henry's minister. There is accurate and relevant information included and, for each point of content, a judgement is made about the impact that resulted from the change. However, the significance of each one is then stated, rather than the points made being weighed against each other or judged using criteria.

It is noted that the candidate has referred to the 1533 Act of Supremacy in this response; this content was acceptable for this answer as the act was passed in 1534.



When making a judgement about significance, develop specific criteria for making the judgement and apply these throughout the answer, rather than making generalisations about relative importance.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

Cromwell achieved many things when he was Henry's chief minister and many were significant but I do not think that his reforms to government were the most significant.

Cromwell did a lot with the Royal Chamber, he renamed it to the Privy Council, made it only consist of lawyers instead of noblemen, reduced the amount of people in the chamber and made sure there was always someone recording everything that was being said. These changes were important as the Privy Council was the focal point of Henry's government and so strengthening it would also strengthen the government and just the country altogether. In practice the Privy Chamber was now much better than how it had been, there were genuine decisions being made, they were being recorded and remembered and the council was now ~~stronger~~ & not no longer dominated by one man as all the people in the Privy Chamber were qualified. So overall the government would have been gotten stronger at its core, but this

was not the only reforms that Cromwell made to government, Cromwell also reformed the Council of the North, he did this by simply reinstating it. This meant that law could now be upheld in the North better and riots and uprisings could be stopped before they got to the south. These changes were quite significant as they revolutionised government but this did not affect most people like some of his reforms did.

Cromwell also completely reformed Wales and what it did. Cromwell; split Wales up into counties, made English the first language of the country and, ~~made~~ replaced Welsh law with English law. These changes drastically altered Wales as a whole, the country was becoming very much like England. This changed the way how all the people in Wales would have lived their lives as their home had essentially become a different country completely. So this achievement was quite significant but it only affected Welsh people and not the whole population like one of his achievements did.

~~Why~~ Cromwell's greatest achievement was the annulment and the dissolution of the

monasteries. To get the annulment of Catherine of Aragon Cromwell had to declare England as an empire, claim Henry was the leader of it and say that Henry could decide whether he wanted the annulment or not. This was extremely significant as it started the break from Rome, after the annulment was achieved Protestant and Lutheran ideas slowly crept into English society. This was extremely significant as it would ~~was~~ completely change how every person lived their lives as the country was so catholic. The next part of the break from Rome was the dissolution of the monasteries, this was extremely significant as it wiped out a whole type of people in monks and nuns and as well as this the dissolution showed the real point in which England was no longer a catholic country. Cromwell ~~also~~ achieved the dissolution through many visitations to monasteries in which things such as ~~if~~ gambling and non-celibacy was found in the monks and nuns. The church was claimed to be corrupt and the monasteries dissolved. This was all so significant because it would change how every person in the country lived their lives as all if not

most, people were Catholic.
In conclusion, the break from Rome and dissolution of the monasteries were the most significant of Cromwell's achievements as it affected so many people whereas other achievements he made were targeted at certain groups of people.



This response demonstrates wide-ranging and detailed knowledge of the changes wrought by Cromwell. The candidate uses criteria to judge significance throughout the essay, considering, for example, how wide an impact the reforms had. There are some content errors here, such as referring to the Privy Chamber instead of Council and including the annulment, but these do not prevent the response from reaching high in level 4.



Writing a Level 4 response requires you to know the content really well, so that you can make precise selections and group different points of content under broad headings, such as changes to government and changes to religion.

Paper Summary

Based on the performance seen on this paper, candidates are offered the following advice:

- Ensure that you revise content from all the sections on the specification.
- Take care to learn the topic-specific vocabulary and practise using it.
- A secure understanding of chronology is fundamentally important: carefully check the date ranges used in questions.
- Use your time wisely – don't write too much for Q1a.
- Aim to write something for every question, even if it is just general knowledge about the topic: every mark counts.
- Demonstrate depth of knowledge by including specific evidence where possible; this could include names, dates, statistics or events.
- Remember that the 16-mark question asks you to evaluate the statement in the question. Plan your answer so that you develop a consistent line of argument.
- Structuring your answer into paragraphs will make your line of reasoning clearer.
- If you run out of space, continue your answer on an additional sheet of paper and indicate this clearly in your booklet.
- If typing using a word processor, or using additional paper, you should answer the B and P papers in separate documents.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

