



Examiners' Report

June 2025

GCSE History 1HI0 B3

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Introduction

Section B of Paper 2 assesses the British Depth Study. Candidates answer four questions that target Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). In 2025, the B paper was sat alongside the P paper, for a total of 64 marks. There were some changes to the structure of the paper and candidates had five minutes longer to complete both papers in 2025, following an update to the specification.

Questions 1a and 1b are worth two marks each and were new questions for 2025. In previous series, candidates were asked to identify two features or characteristics of one topic named in the question, adding further detail to each one, for a total of four marks. In the new assessment model, candidates are asked to describe two features of two different topics. They should then add additional material to develop each feature, or provide context for it. These new questions follow an identical format to Q1a and Q1b on Paper 1.

Question 2 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 as prompts to remind candidates what they have studied. It is not intended that the stimulus points are examples of causes, but will indicate or be linked to a wider cause. 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: this is required to score at the top of Level 3 or in Level 4.

For the final question on the paper, candidates have a choice between Question 3 and Question 4, each scored out of 16 marks. The questions may target any second-order concept, such as significance, consequence or similarity/difference. This question follows the same principles as Q5/6 on Paper 1. As with Q2, 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.

A number of candidates were able to demonstrate broad subject knowledge that supported marks being awarded in Level 3. Those answers that moved into Level 4 demonstrated an understanding of the conceptual focus of the question and provided a supported judgement, based on criteria; this judgement was often sustained throughout the answer, providing a coherent line of reasoning that developed to a thoughtful conclusion. 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 usually provided a good range of relevant content but often struggled 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.

In the British Depth Study, Q1a and Q1b use a points-based mark scheme, while Q2, Q3 and Q4 are marked using 'best fit' against a levels of response mark scheme. Progression in AO1 is shown

by the candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is demonstrated by moving from simple or generalised comments to analytical explanation, showing a line of reasoning which is coherent, logical and sustained.

The indicative content in the mark scheme is provided as an example of what candidates might write: it is not a list of what must be included in a response, nor does it give any expectation of 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, that went far beyond the indicative content.

Question 1

Representing a change from previous series, Question 1 on the paper now consists of two 2-mark parts. Question 1(a) asked candidates to describe one feature of the Eltham Ordinances introduced by Wolsey. In Question 1(b), candidates were asked to describe one feature of Henry VIII's break with Rome.

Where candidates were able to provide a relevant response to Q1(a), these responses demonstrated good knowledge of the topic. Common points of content included descriptions of the Ordinances themselves, for example set mealtimes and restrictions around dogs in the palace; the reduction in the size of the privy chamber; Wolsey's reasons for passing the Ordinances or their link with the end of his career; or the date that they were passed.

However, it was clear that a significant number of candidates were not familiar with the Eltham Ordinances. There were a large number of blank responses. It was also common for candidates to describe the Ordinances as a tax or as something favouring the poor, suggesting that they had become muddled with Wolsey's other domestic policies. As the Eltham Ordinances were partly passed to reduce court spending and save the Crown money, where candidates had indicated this, they were rewarded.

The response to Q1(b) was significantly stronger and it was rare to see blank or no-score answers to this question. Candidates were able to draw on various parts of the specification for this question. A majority wrote about the causes of the break with Rome, for example, and Henry's desire for an annulment or the Pope's reticence in granting it; other common answers included details of the legislation passed to enable the break with Rome, opposition to it and even detail around the dissolution of the monasteries, which was creditable as long as it went beyond the content provided in Question 4.

Where candidates did not score the full two marks on this question, it was usually due to a lack of development: a feature was identified but no additional supporting information was provided. However, examiners noted that this was a rarity.

In both questions, it was evident that the vast majority of candidates understood how to successfully structure their answers and did not spend too much time doing so, indicating that they had been well-prepared by their teachers.

1 (a) Describe **one** feature of the Eltham Ordinances introduced by Wolsey.

(2)
one feature of the Eltham ordinances introduced by Wolsey
was no dogs allowed in the Royal Palaces

(b) Describe **one** feature of Henry VIII's break with Rome.

(2)
one feature of Henry VIII's break with Rome
was the formation of the Church of England



This is a common approach taken by candidates, who use the language of the question but then do not support the identified feature with supporting information. These responses scored one mark each.



Ensure that you support the feature identified with an additional fact.

1 (a) Describe **one** feature of the Eltham Ordinances introduced by Wolsey.

(2)

The royal chamber shortened from 12 to 6 to ensure everyone who had Henry VIII's ears were trustworthy.

(b) Describe **one** feature of Henry VIII's break with Rome.

(2)

Henry VIII became head of the church of England meaning he had no control of England.



These answers are very brief but the candidate does enough to be awarded full marks on both responses. In each case, a feature is identified and then supported with a relevant fact.



Responses to Q1 do not need to be overly-detailed.

1 (a) Describe **one** feature of the Eltham Ordinances introduced by Wolsey.

(2)

one feature of the Eltham Ordinances was
that it got rid of unnecessary servants in
the royal house to cut down on useless
spending

(b) Describe **one** feature of Henry VIII's break with Rome.

(2)

one feature of Henry's break from Rome
was that England became protestant instead
of Catholic so Henry could grant himself an
annulment



In each case, the candidate identified a feature and then supported that with a relevant fact. Regarding Q1b, whilst it is very blunt to say that England became Protestant, indicating a change in religion and the reason for it is plenty for two marks at this level.



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

Question 2

In Question 2, candidates were asked to explain why Cromwell was involved in arranging King Henry VIII's marriages in the years 1533-40. They were given the stimulus points of Cromwell as Chief Minister and Anne of Cleves. Some responses to this question focused on why Cromwell was tasked with this, considering the reasons for his prominence among Henry's ministers; other responses focused on the reasons why Henry married several times in this period, including his desire for a male heir, Anne Boleyn's downfall and the alliance offered through marriage to Anne of Cleves. Either of these approaches, or a combination of them, was valid.

Candidates were able to write in detail about Henry's marriages during the 1530s. Perhaps due to the stimulus points, most answers described the marriage to Anne of Cleves, with many linking this marriage to England's need for a Protestant ally in Europe. The annulment, the events leading to Anne Boleyn's execution and the death of Jane Seymour were also commonly included. In considering the reasons for Cromwell's involvement, candidates wrote about his success in achieving the annulment for Henry and his subsequent increase in power; his religious beliefs; his alliance with, and later schism from, the Boleyn family, and Henry's preference for his ministers to carry out his political tasks. It was evident that candidates knew a great deal about this period of the reign and, in general, they demonstrated a detailed understanding of the content set out in the specification.

Responses that scored in Level 1 were usually brief comments relating to the stimulus points, or offered more detail that was out of period. Examiners noted, however, that there seemed to be fewer answers scoring in this level than normal. Level 2 responses were most likely to take the form of a description of Henry's marriages, focusing on the narrative rather than linking to the conceptual focus of the question. This is evidently a part of the specification that candidates remember well from their course of study and felt confident to write about.

Candidates scoring in Level 3 offered similar levels of knowledge about the marriages but were better able to use this to support an explanation of the reasons why they took place. Responses in this bracket were also better able to link Cromwell's political power specifically to the marriages, rather than writing more generally about why he was powerful. Examiners noted some very strong answers in level 4, commenting that, at this level, candidates were often able to grasp Cromwell's twin responsibilities of domestic and foreign policy, and how he manipulated the political situation to benefit both himself and the king. It was also noted that there were some extremely nuanced analyses of the various relationships that reflected recent scholarship, indicating excellent engagement with the topic.

A number of responses were limited to eight marks and precluded from scoring in Level 4 because they did not provide additional content beyond the stimulus points; it was also very common to see candidates write that, simply, 'Anne of Cleves' was a reason why Cromwell was involved in arranging the king's marriages, rather than using this as a prompt to draw out a cause, such as Henry's continued desire for a male heir or the need for a Protestant alliance. Candidates should be reminded that the stimulus points are most likely to indicate or be linked to wider causes.

The most common error examiners saw on this question was muddling the wives: Anne of Cleves was variously mistaken for Catherine of Aragon or Anne Boleyn. It was also fairly common to see

content from outside of the time period: candidates wrote about the failure of Wolsey to achieve an annulment in the 1520s, Henry's fifth marriage to Katherine Howard or Cromwell's downfall and execution. A significant number of answers also referenced Henry calling Anne of Cleves, 'the Flanders mare', though this term was not used contemporarily, instead appearing nearly 150 years after the marriage. However, on the whole, errors such as this were rare. The limiting factor was more likely to be a weaker grasp on the conceptual focus of the question, which indicates that candidates were well prepared.

- 2 Explain why Cromwell was involved in arranging King Henry VIII's marriages in the years 1533–40.

(12)

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

- Cromwell as Chief Minister
- Anne of Cleves

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

Cromwell played an important part in arranging King Henry VIII's marriages as Cromwell was Chief Minister. Cromwell being Chief Minister gave him an advantage. This is because he worked closely with the churches and parliament, so he could ask for their help and it would be a high chance that he ~~had~~ wouldn't get turned away. Another way that Cromwell was involved in Henry's marriages is when Henry wanted an annulment with Catherine of Aragon. At first, Henry went to the Pope to get the annulment, however he got turned down. So Cromwell took into his own hands by trying to overrule the law and getting a new one in place. Cromwell did this by rising his job and went to parliament to

use them. This was a rise as people looked up to Cromwell as Chief Minister, so going against the Pope and trying to overrule the law wouldn't have been a good idea. Look to the people who looked up to him. However, Anne of Cleves also plays a part in this. This is because Henry was seeing Anne whilst still being married to Cathrine. During this, Anne had become pregnant with Henry's child. Because of this, it ~~wasn't that Henry~~ became a rush as Henry had to now marry Anne before the baby was born, however Henry was still married to Cathrine. ~~Luckily Adam~~ Due to the Pope and Parliament declining Henry's annulment, Thomas married Henry and Anne in secret, ~~so~~ but according to the law he was married to Cathrine. Luckily for Henry, he became King Chancellor, this allowed him to now get himself annulled from Cathrine.



This response demonstrates some knowledge and understanding in relation to the topic in the question. There are some small errors, for example, this candidate has confused Anne of Cleves with Anne Boleyn; however, the content relating to Anne Boleyn is accurate and therefore they are not penalised for this mistake at this level. There is an attempt to address the conceptual focus of the question – each point opens with a link to the question – but the focus is on how rather than why. This response scored in Level 2.



As well as beginning each point with a reference to the question, aim to finish each paragraph with a link back to the 'why'.

- 2 Explain why Cromwell was involved in arranging King Henry VIII's marriages in the years 1533-40.

(12)

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

- Cromwell as Chief Minister
- Anne of Cleves

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

4 x pee
Anne was hangin

One reason why Cromwell was involved in arranging King Henry VIII's marriages was because he was his chief minister. Cromwell's role as chief minister was to oversee Henry and be loyal to him and to make sure he was doing everything he could to be a successful monarch. Cromwell as chief minister had duties to Henry therefore arranging marriages, alliances and policies like the Eltham Ordinances and Amicable Grant. This is significant as it showed Cromwell was loyal enough and a good chief minister to be graced with the role of picking queens.

A second reason Cromwell was involved in arranging marriages for the king was because of the troubling Anne Boleyn. Henry made his own choice to marry Anne Boleyn resulting in dissolution of monasteries, breaking from Rome and having an annulment all for the marriage to end in execution. Cromwell needed to elevate

Henry's status further as king and ^{persuaded} ~~co-erced~~ him and was really fond of Jane Seymour. Cromwell ~~was~~ being so loyal to Henry made Henry feel like Cromwell was trustworthy and with support from Thomas Seymour Jones Brother, Cromwell was again successful in the marriage department. This is significant because it proved Cromwell wanted what's best for Henry but also wanted him to have a successor or heir.

A final reason why Cromwell was involved in marriage for the king was the Cleves marriage. After the death of Jane Seymour, Henry needed a new wife. Cromwell picked again after his success with Jane and for international relation reasons Cromwell decided on Anne of Cleves. When the time came for them to marry Henry had only seen a portrait. When he saw her he labelled her as a 'Flanders mare' and said 'I like her not'. This was a huge failure for ~~Henry~~ Cromwell and public humiliation for both Henry and Anne ~~of~~ at Cleves. The marriage only lasted 6 months but the two remained close friends. This is significant as this gave Nobles ammunition to convince Henry to get rid of Cromwell which eventually

worked due to failings everywhere else. Cromwell was successful at concealing an international ally but not at getting the king the right wife.

In Conclusion, Henry viewed Cromwell as his most trustworthy and loyal minister until his marriage to the 'flanders mare'. Cromwell was involved due to his work in domestic and foreign policy, and creating new things like 'London being the event hub of Europe' or getting the Annulment for Henry.



This response covers several points of content, demonstrating good knowledge and understanding. There are some errors, for example, in the first paragraph the candidate has exemplified Cromwell's policies using examples from Wolsey. 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.



When sharing details of the events of the topic in the question, select these precisely to evidence analysis in relation to the question.

- 2 Explain why Cromwell was involved in arranging King Henry VIII's marriages in the years 1533–40.

(12)

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

- Cromwell as Chief Minister
- Anne of Cleves

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

Anne Boleyn + Jane Seymour

Cromwell was involved in arranging King Henry VIII's marriages in the years 1533–40 due to his role as Chief Minister. This meant that Cromwell was there to ~~advise~~ advise Henry on decisions and do what Henry requested fast and effectively. As we know, one of Henry's aims was ~~to~~ producing a male heir so therefore when Cromwell came into power, he had to find suitable wives for Henry to ~~do~~ carry out this aim. This ~~was~~ is important as Cromwell was clever and knew how to get things done due to his experience along with knowing that if he didn't do as Henry wished, he would be removed.

~~Another way Cromwell was involved in arranging King Henry VIII's marriages was his rise to power getting the annulment from Catherine of Aragon. Cromwell was involved in this as he persuaded Henry to break~~

from Rome to get the annulment and marry Anne Boleyn. ~~But~~ From my own knowledge, I know that Cromwell was not a very religious man and therefore helped Henry set up the Church of England for Protestants. This is significant as he was a big part in the arrangement of the marriage with Anne Boleyn due to his beliefs and abilities as Henry changed the country's religion.

Another marriage Cromwell was involved in arranging was the Anne of Cleves marriage. From my own knowledge, I know that Henry wanted another male heir after Edward to secure the Tudor reign so he wanted another wife after Jane Seymour's death. ~~As~~ As Henry's reputation of how he treats his wives was not good, many did not want to marry him. This was when Anne of Cleves was introduced by Cromwell as it meant ~~that~~ England would have an alliance with a higher European power so he pushed Henry to go through with it. This is significant as it highlights Cromwell's involvement was to gain more power for the country but it backfired as Henry did not like her and divorced her. This marriage was a factor to Cromwell's fall as Henry began to not trust him.

In conclusion, Cromwell was involved in arranging Henry VIII's marriages as he arranged them to benefit the country and help carry out Henry's aims as king, even though they ~~was~~ weren't always successful.



This answer focuses consistently on the concept of the question. There is well-developed analysis in relation to the conceptual focus of the question and this is supported by precisely selected evidence which, while succinct, is wide-ranging and detailed to score in level 4 against AO1. This answer met all the criteria for a Level 4 response and therefore scored full marks. It is noted that this answer includes a conclusion. There is no requirement for an overall judgement on this question.



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

- 2 Explain why Cromwell was involved in arranging King Henry VIII's marriages in the years 1533-40.

(12)

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

- Cromwell as Chief Minister — successful annulment
- Anne of Cleves

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

The ~~one of the~~ main reasons to why Cromwell was involved in arranging Henry's marriages from 1533-40 was because of his successful ability to grant Henry an annulment in 1533. Previously, Wolsey had failed to fulfill Henry's ^{desire} ~~desire~~, in carrying on the Tudor dynasty via a male heir through divorcing Catherine of Aragon, which angered Henry. However, Wolsey's downfall led to the rise of Cromwell who in 1533 successfully granted Henry an annulment. Cromwell argued that the Pope's ^{POPE} ~~decision~~ should be taken and given to Henry and this led to the hearing in 1533, led by Thomas Cromwell who said that the Pope's legal decision was wrong, Catherine and Henry's marriage was invalid and Henry and Anne's marriage was valid as he was a bachelor at the time. As a result, Henry and Anne ~~married~~ got married in 1533 and she gave birth to a daughter, Elizabeth, however due to the lack of male heir still, Henry was inticed as this could ~~lead~~ lead to a threat of a foreign invasion. As a result, Cromwell successfully granted Henry an annulment in 1533 and this led to his appointment of chief minister.

in 1534.

- Another main reason why Cromwell was involved in arranging the king's marriage from 1533 - 1540 was his appointment as chief minister in 1534. The Cromwell as chief minister was a consequence of his successful granting of an annulment in 1533, therefore as Henry held great trust in ~~Cromwell~~^{Cromwell} and wanted ~~on~~ him to ~~see~~ help him achieve other aims such as, ~~and~~ maintain the Tudor dynasty, get a male heir and to win glorious victories in war, since Wolsey ultimately failed to do so. Thus Cromwell as chief minister led to him becoming ~~the~~ ~~in~~ the hard-nosed in 1535, giving him the power to initiate church reforms such as arguing against the pope to weaken ~~the~~ Henry's influence, hard entry real in 1536 which gave him a senior position in the entry council and allowed Cromwell to have access to Henry's documents and ~~the~~ chancellor of Exchequer in 1536 which ultimately heightened his ~~position~~^{position} and enabled him to become more involved in arranging Henry's marriage, as a result of his appointment as chief minister in 1534, as his ordered ~~Wolsey~~ Cromwell to manage change and ~~Henry~~ Henry's death more quickly, he was the king's royal servant. The fact Cromwell being appointed as chief minister in 1534 resulted in

his arrangement of Henry marrying Anne of Cleves, after Jane Seymour ^{dying} died in 1536.

- The final important reason to why Cromwell was involved in ~~arranging~~ ⁱⁿ in arranging Henry's marriages from 1533. It was his arrangement of Henry marrying Anne of Cleves in 1539. Then Cromwell thought that after the Battle of Tewkesbury in 1525 and the Treaty of Cambrai in 1528, when England was left isolated under Wolsey, England needed to build a strong alliance against France and Spain, knowing that they were not weak. Therefore, this led to Henry marrying Anne of Cleves in 1539. Cromwell thought that Henry needed another male heir in case Edward died young, as no male heir was a threat to the throne as it risked the possibilities of England becoming invaded by foreign powers. However, Henry disliked Anne of Cleves - he found that she didn't fit into English court life and that she was ugly and embarrassing for Henry. As a consequence of this Henry named Cromwell as their marriage and divorced her after a few months of being together, which resulted in Cromwell's downfall in 1540. The failure of the marriage to Anne of Cleves highlighted weakness in Cromwell to Henry as he failed to see fulfil Henry's desires. Therefore, after the failure of marriage to Anne of Cleves in 1539, Cromwell ~~was~~ lost all power and was no longer involved in arranging the king's marriages.

(Total for Question 2 = 12 marks)



This answer also scored full marks and has been included as an example of some of the exceptional knowledge that was demonstrated by candidates in this question. The candidate demonstrates a detailed understanding of the changing political situation, both in domestic and foreign affairs, throughout the period, skilfully analysing why this led to the arrangement of various marriages through the period.



Where possible, demonstrate detailed and wide-ranging subject knowledge by, for example, including dates and names of key events in the period.

Question 3

Questions 3 and 4 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 the vast majority of candidates wrote something for this question this year, and it was rare to come across an unfinished response, perhaps reflecting the impact of having slightly longer to complete the examination.

Question 3 had a significance focus and was noticeably less popular than its counterpart this year. Candidates were asked to evaluate how far Henry's main aim, in the period 1509-29, was to conquer France. They were provided with the stimulus points victory at the Battle of the Spurs (1513) and Renaissance Prince. This question targeted the first part of the first key topic in the specification, but enabled candidates to draw on content from across the entire first key topic.

In Levels 1 and 2, responses often focused solely on the stimulus points, describing Henry's personality as a Renaissance king or his desire for military glory. Level 1 responses mainly gave generalisations about Henry wanting to conquer France. Level 2 answers tended to describe key foreign policy events such as key battles or fund-raising efforts such as the Amicable Grant; or described the Field of the Cloth of Gold or the Treaty of London, using these points of content to demonstrate Henry's relationship with France, but not linking it to the conceptual focus of the question. Responses that moved beyond Level 2 were better able to develop these points as a counter argument, advancing the argument that good relations with France were more important than conquest.

Other common counter arguments included Henry's desire to secure his dynasty and his aim to be seen as a powerful European leader. At Level 3, knowledge was often detailed but there was a lack of specific judgement using criteria: responses offered a stated judgement that an aim was or was not significant, without giving any justification of why. At Level 4, where criteria were given, these were often framed as a consideration of the changing significance of Henry's aims over time, or considered how different aims were linked, for example by suggesting that Henry's aim was to neutralise the threat from France, either through conquest or alliance.

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 3 ☒ Question 4 ☒

~~In the years 1504-29~~ I agree that in the years 1504-29 King Henry VIII's main aim was to conquer France. This was because of his role as a renaissance prince, ~~which is to be~~ - where one of the points is to be good in battle and to conquer lands. Henry was titled as a renaissance prince because of his good dancing, singing, abilities to play musical instruments and speak multiple languages as well as his athletic abilities and interest in hunting - these all made him a great renaissance prince, but to keep with that title Henry needed to be good in battle and have many achievements. It was a common say that the British King had the right the France throne, so it was Henry's aim to achieve that, becoming the ultimate and successful renaissance prince.

Another reason why I agree that in the years 1504-29 it was King Henry VIII's main aim to conquer France as he wanted more power across Europe; to no longer be seen as a middling power; to be able to compete or be seen better than Charles V, who was also a Emperor and who had great influence. It was clear Henry wanted this power and this victory of claiming France because of all his efforts. Multiple times Henry sought

out to battle to conquer France, and had ~~for~~ Wolsey get more money specifically to be able to go to war. This meant taxes went up massively, causing uprisings - this shows how deeply Henry wanted to claim France and go to war, as he was willing to upset his country. ~~So~~ Henry was close to conquering France during the battle of Spurs, however Charles V didn't want Henry to have any more power so never was allowed to take the French throne.

However ~~that~~ during 1509-29, King Henry VIII also aimed to have multiple male heirs to the throne. During this time Henry was married to Catherine of Aragon who had been pregnant 6 times but only managed to have one baby which was a girl, Mary. Catherine was also getting old and ~~so~~ becoming less fertile which caused Henry to worry since he desperately needed a male heir. Henry specifically wanted a male heir as then after his death others were less likely to challenge for the throne and it was also seen that a king should have male heirs. Without any male heirs it was seen as disapproval ~~with~~ from God, and Henry did not want others questioning his place. Since Catherine was less likely able to give Henry the son he wanted, Henry became more agitated, desperate to find a way to get one, so having a male heir quickly became one of his main aims.

Overall I agree that Henry's main aim during 1509-29 was to conquer France as he wanted to be the perfect renaissance prince and also gain more power, shown both shown through all his efforts in multiple battles.



This Level 3 response clearly explains several of Henry's aims as king. There is accurate and relevant information included and, for each point of content, a judgement is made about its significance. However, the significance of each one is then stated, rather than the points made being weighed against each other or judged using criteria. The conclusion is given with some justification, but this is limited.



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 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 3 ☒ Question 4 ☒

In the years 1509-29, one could say an important aim of King Henry VIII was to conquer France due to the 1513 Battle of Spurs. It was a battle successfully ^{organised} managed by Wolsey which led to Henry gaining ownership over the two French towns of Tournai and Therouanne. Crucially, this shows how Henry greatly valued conquering France because after taking power in 1509, he was quick to go to war with France in 1513 and furthermore was successful. In return for Tournai, Henry was granted 600 000 crowns which greatly increased the wealth of the monarchy but also exemplified the power and prestige of Henry. This shows that Henry was willing to invest greatly into ~~the~~ conquering France because there could be great benefits of doing so. Additionally, the 1521 Treaty of Bruges exemplifies Henry's desire to ~~start~~ conquer France due to the alliance made with ~~that~~ Charles V of the Holy Roman Empire. This was where Charles and Henry allied against France and Henry was promised the French throne after gaining victory over the land. Despite this alliance being a failure due to ~~Charles~~ Charles' ~~a~~ lack of commitment and loyalty towards England, it still shows how important conquering

France was to Henry. This is significant because Henry's large aim as a monarch was to increase England's overseas land and gain victory over France, so his willingness to the ~~the~~ creation of the treaty shows his desire to ~~was~~ to conquer France. Therefore with the victory at the Battle of Spurs in 1513 and the ~~the~~ attempted Treaty of Bruges in 1521, it can be seen that ~~Henry's~~ a large part of Henry's aims as a monarch was to ~~gain~~ conquer France.

~~Henry~~ During this period, Henry's aim as the Renaissance Prince ~~as~~ was also significant in ~~the~~ his ruling between 1509 and 1529. ~~As~~ ~~to~~ as a monarch, Henry placed a large emphasis on having a grand court filled with powerful advisors and beautiful arts. His reputation as the Renaissance Prince was due to his ability to converse in multiple languages and his adoration of creativity and knowledge. This can be seen with the 1520 Field of Cloth of Gold in which England ~~the~~ hosted a grand event in order to spread peace throughout Europe. It was ^{attended} ~~attended~~ by Francis I and no expense was spared as the tents were ~~made~~ crafted from gold cloth. This signifies how important Henry's reputation as the Renaissance Prince was to him because of his ~~the~~ ~~great~~ large scale events of wealth and power. Crucially, Francis was the King of

France yet they still ~~was~~ celebrated and even had a wrestling match which showed the somewhat camaraderie between the kings despite the previous 1513 Battle of Spurs. Additionally, with the Treaty of London in 1518 this further emphasises Henry's desire to be the Renaissance Prince ~~and have~~ and have a strong position in politics. This was where multiple countries signed a treaty in attempt to stop war and ~~lead~~ ^{lead} to peaceful negotiations. This crucially put England at the heart of European diplomacy and emphasised Henry's significance in politics. This greatly aligned with his aims as a monarch to become a strong European diplomat and also express his knowledgeable nature as the Renaissance Prince.

Lastly, between 1509 and 1529 a large aim of his as a monarch was to produce a male heir.

~~After~~ When married to Catherine of Aragon, she provided him with a daughter, Mary, ~~which~~ and was now getting much older and losing her ability to give birth. This troubled Henry because the lack of a male heir threatened the stability of his throne because there would be no adequate successor to take over. This led to the long process of the ~~annulment~~ annulment because Henry had fallen for the younger Anne Boleyn which provided a higher chance of giving birth to a male heir.

This is significant because it shows that Henry was willing to go against the church and the pope despite him gaining the title the "Defender of Faith" because of his desire to gain a male heir. Furthermore, the threat of Charles V because he was Catherine's nephew did not stop Henry from wanting the annulment which emphasises how important a male heir was to Henry. Therefore, a very significant part of Henry's aims was to gain an annulment in order to increase the stability of the English crown by gaining a male heir.

In conclusion, while conquering France was an important part of Henry's reign from 1509-29 due to the Battle of Ipsus and Treaty of Bruges to ally to attack France, I disagree with the statement because Henry's aims to achieve the title of Renaissance Prince and his desperation to gain a male heir overshadowed the battles with France. As seen with the treaty of London and Field of Cloth of Gold, Henry almost allied with France at times which exemplifies his main aim as a monarch was not to conquer France but rather stabilise the throne and gain prestige.



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, concluding that Henry aimed to stabilise relations with France rather than conquer the country. 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 4

Question 4 focused on the second-order concept of consequence, asking candidates to evaluate how far the main consequence of the dissolution of the monasteries was the increase in the wealth of King Henry VIII. The stimulus points offered were the sale of Church land and care for the sick and elderly. This question targeted the third section of the third key topic of the specification, with candidates also able to draw on their knowledge of the fourth section.

A number of responses focused incorrectly on the reasons for the dissolution of the monasteries and, though good knowledge was often advanced in this respect, these answers were held in Level 1 as they did not provide relevant content. The other common approach among Level 1 responses was to write vague developments of the stimulus points; surprisingly, a number of candidates in this bracket seemed to think that Henry used his wealth from the monasteries to provide better support and care for the sick and elderly. There were also a number of unsuccessful attempts to draw on content from the thematic studies, particularly Medicine and Crime and Punishment.

Where responses moved into Level 2, there was more detail provided around the financial benefits to Henry and the lack of care available following the dissolution. Whilst a majority of candidates seemed to stick to the two stimulus points provided, common third points of content provided at this level and beyond included the Pilgrimage of Grace and the consequences for the monks and nuns that had worked and lived in the religious houses. Responses at this level tended to remain descriptive but show good subject knowledge.

At Level 3, candidates often began to create a hierarchy of consequences, explaining in more detail how the influx of wealth led to new systems of government and that Henry was able to use the land and buildings to engender loyalty among his nobles, contrasting this with more detailed descriptions of the negative impact the event had on the majority of the population. At the highest level, candidates were able to link the new land distribution to nobles to ongoing enclosure and the double land loss therefore experienced by the commons. Strong links were often made to the Pilgrimage of Grace, with some precise explanations of why Aske and his followers were prompted to challenge the changes being made, though some answers remained limited in Level 3 as they focused too much on the events of the Pilgrimage, rather than linking it explicitly to the dissolution. Indeed, examiners noted that generalised knowledge was a feature of Level 3, with Level 4 answers demonstrating more precision.

Level 4 answers demonstrated clear developments of criteria to judge consequence, the most common of these probably being the scale of the consequence, ie that the increased wealth benefitted only Henry while the loss of services to the community and employment opportunities affected far more people. Other common approaches included considering impact over time, with consequences divided into short- and long-term; or the wider impact of Henry's increased wealth, in that it began to change the social structure of England as more people became landowners. Such nuanced understanding of the ramifications of the dissolution was pleasing to read.

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 3 ☒ Question 4 ☒

~~the~~ I agree because during his monarchy Henry spent a lot of money and even ran out of it at one point. Many people believe this is the reason he closed the monasteries because he blamed them for improper use of money so he could take it. He also sold all the land that they were on. It appears that the main reason he closed them was all to increase his wealth and therefore this could be a main consequence.

On the other hand, the dissolution of monasteries changed the way the sick and elderly were cared for. Before they got closed, monasteries were responsible for caring for them and also did a lot of charity work for the poor too. Closing these meant they needed elsewhere to go but hospitals weren't popular during these times. Monks and nuns were the main healers and sources of help. A lot more people probably

died quicker once they were closed as no one could help them. This would be a major consequence from the dissolution of monasteries as most people would be effected by it.

Also, religion was the centre of most people's lives. They would go to monasteries for many things including to pray. A Dissolution of monasteries changed the way religion was and forced people to practice it differently. Almost everyone's lives would have been affected. Religion had been around for decades but now Henry massively impacted them by closing them.

Th

In conclusion, Henry VIII's increase in wealth was a big consequence from the dissolution of the monasteries. However the impact it had on religion and people's daily life would have been much more significance and been a more major consequence.



This response scored in Level 2 across all strands of the mark scheme. There is some knowledge and understanding, but this is vague in places; there is some irrelevant information, such as the focus on the causes of the dissolution, at the start. There is limited analysis, lacking in development and an asserted judgement at the end.



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 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 3 ☒

Question 4 ☒

I partially agree with the statement as even though Henry ~~Atari~~ ~~curry~~ aims of financial gain to invade the French were ~~consequently~~ a main consequence. I think there are more dire consequences.

After Cromwell made an enquiry into the churches where he supposedly found sinful acts, such as monks and nuns enjoying in explicit acts and young boys being exploited. he made his discoveries known and saw this as an ample reason to dissolve all churches and monasteries. The church owned in total $\frac{1}{3}$ of all land in England which ended up raking in alot of money. so Henry wanted it. Past taxes such as the amicable grant from wales were a great fail so he needed a fair way to gain finance. so Cromwell found it for him. ~~Henry~~ Henry got the land from the ~~chavere~~ 300 small monasteries at first and sold it off to his nobles. Not only did he financially gain from it, but it also heightened him even more in his nobles eyes. so he was more prosperous monetarily and power-wise. so this consequence was profound for him.

On the other hand, the dissolution lead to alot more

profound consequences that simply did not directly affect Henry. For example, many people lost hospitality from the monasteries so ended up being left ill, but without and even dying as they had now no care or treatment. Not only were the sick and elderly now homeless, but ~~so~~ were monks and nuns. Due to their lives being dedicated to Church and God, their devotion led them to have nothing else such as homes money or food because they were constantly giving, not taking. The dissolution led to a surge in poverty and homelessness in ~~the~~ England ~~was~~ clogging the streets with people. Even though this did not affect Henry, at its height about 900 monasteries were closed displacing ~~over~~ hundreds of thousands which is indefinitely more of a perilous consequence than that of Henry's financial gain.

Similarly, after larger monasteries began to be targeted by Henry and Cromwell's siege of the monasteries, a monastery in Lough was intermittently being closed. The North were extremely Catholic and this seemed the last straw for many. 40,000 men from the North, beginning in Yorkshire rebelled and marched to Pontefract Castle led by Robert Aske in what we know as the pilgrimage of Grace. This rebellion once at Pontefract wrote the Pontefract articles which was what they wanted Henry to do; they wanted them to stay Catholic;



This response demonstrates wide-ranging and detailed knowledge of the consequences of the dissolution of the monasteries. The candidate uses criteria to judge what constituted the main consequence throughout the essay, considering, for example, how wide an impact the dissolution had. Though the conclusion is brief, criteria are applied and justified throughout the answer: this is a valid approach. The analytical explanation throughout, coupled with the precise understanding demonstrated, brings this response to the top of the level.



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 consequences for Henry and consequences for the wider population.

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 and Q1b.
- 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. Ensure that this paper only includes extra material for the B paper and attach it to the B paper booklet.
- If typing using a word processor, or using additional paper, you should answer the B and P papers in separate documents.

Grade boundaries

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