



# **Examiners' Report**

## **June 2023**

**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 2023, the B paper was sat alongside the P paper, for a total of 64 marks.

Question 1(a) 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 contextualise 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 1(b) 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. Use of the stimulus points is not compulsory, and candidates should not use them if they do not recognise them. Candidates should aim to cover three aspects of content in their answer.

For Question 1(c), 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 Q1(b), 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. To achieve high marks, there is an expectation that there will be both depth and breadth of knowledge.

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 candidate'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 struggled to apply this to the second-order concept dictated in the question, often describing the 'how' or the '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, Q1(a) uses a points-based mark scheme, while Q1(b) and Q1(c) 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 shown by a response moving from simple 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.

## Question 1 (a)

In Question 1(a), candidates were asked to describe two features of government in England in 1509. A significant majority of candidates were able to identify two aspects of government in this time period. Popular answers included identifying that Henry was in charge, that there was a Royal Council and that there was a Parliament. The development of each feature generally described the function of the feature identified, so – Henry was monarch and at the top of the 'Great Chain of Being'; the Royal Council were there to give advice to the monarch; Parliament's role was to raise taxes when required by the king. A number of answers identified that Henry was not interested in the day-to-day workings of government and relied on his ministers, which was credited. It was also noted that a number of answers referred to the execution of Empson and Dudley, as unpopular ministers from Henry VII's reign, which was also an acceptable approach.

There were few blank answers this year, which was pleasing. It was clear that most candidates felt able to write something in relation to the way England was ruled. There were a number of answers where candidates had repeated themselves, either by rewording their first feature or in supporting a different second feature. Some candidates went significantly out of period by identifying the Reformation or the work of Cromwell; other common but unrewardable approaches included describing the punishment of criminals during the Tudor era, or the country's religion and the power of the Pope, without providing any specific government context.

The vast majority of answers were well-structured to meet the demands of the mark scheme and it was rare that answers were continued on additional paper, demonstrating that candidates have been generally well-taught on how to approach the question and the importance of not spending too much time on it.

1 (a) Describe **two** features of government in England in 1509.

(4)

Feature 1

The government was controlled by the king

Feature 2

Parliament was rarely ever needed



**ResultsPlus**  
Examiner Comments

The candidate has identified two key pieces of information relevant to the question but there is not 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.

1 (a) Describe **two** features of government in England in 1509.

(4)

Feature 1

One feature of the government was parliament. Parliament was comprised of the house of Lords and the House of commons and only had a small role in England's government as it was only really used to approve the ~~royal~~ taxes Henry brought forward.

Feature 2

Another feature was that the Monarch was the most important person in the government hierarchy as there was a belief in the divine right of Kings ~~that~~ meaning that the King was appointed by God and therefore had the highest authority. The King was able to pass royal decrees which only he had to approve.



This candidate has demonstrated good knowledge of parliament and its limited role, as well as the power of the king's role. This response scored full marks.



There are no specific key features required for answering Q1a: all features relevant to the topic are rewardable.

1 (a) Describe **two** features of government in England in 1509.

(4)

Feature 1

It was in a hierarchical system and followed 'the great chain of being'. This included ~~the~~ God being at the top, followed by the king, government and nobility. Not only was this how government was run but also how society as a whole was run.

Feature 2

Another feature of government in England 1509 was that it was run by the king. The king was the head of state and any new laws or rules passed had to be signed off by him or someone who represented him. However Henry found this job extremely boring.



The candidate has described two features of government in the reign of King Henry VIII – its hierarchical structure and Henry's place within it – and supported this with additional detail. This demonstrates good knowledge and the response scores full marks.



The use of subject-specific key words is to be encouraged, particularly in low-value questions like this where they help to demonstrate good subject knowledge succinctly.

## Question 1 (b)

In Question 1(b), candidates were asked to explain the reasons for the failure of the Pilgrimage of Grace. They were given the stimulus points of the Duke of Norfolk and leadership. A large number of responses in the higher levels were able to correctly extrapolate from these stimulus points by, firstly, explaining the role that the Duke of Norfolk played in meeting and negotiating with the rebels, with answers in Level 4 explaining the impact this had on the overall failure; and secondly, describing the mistakes made by Robert Aske and analysing the impact of this poor leadership. Other common points of content included the disunity of the rebels and the role played by Henry VIII, with 'Henry's bluff' being a common phrase used to describe how the country's leader undermined the rebellion.

It was clear that candidates had a good deal of detailed knowledge about the Pilgrimage of Grace. The course of the rebellion was often described in detail and it is clear that this is a story that holds a firm place in many candidates' mental models of the course. A number of responses differentiated between the Lincolnshire Uprising, the Pilgrimage of Grace and Bigod's Rebellion, though only a minority of these responses discussed the different episodes in relation to the conceptual focus of the question. In summary, performance at AO1 tended to be stronger than AO2 and, as a result, some excellent subject knowledge did not always result in an exceptional mark.

An over-reliance on a narrative of the events of the Pilgrimage was a feature of answers scoring in Level 2. In many cases, it was evident that candidates did not have a good grasp on the causes of its failure, which is the final bullet point on the specification. Weaker answers described the causes of the rebellion, discussed its consequences or lack thereof, or relied heavily on the stimulus points, often incorrectly identifying the Duke of Norfolk as the leader of the rebellion. There was a high percentage of blank responses this year.

In terms of structure, it was clear that most candidates had been taught to write about a range of content. A point-evidence-explain structure was common, although there were other successful approaches, including a more narrative style that identified failures along the chronology of the Pilgrimage. At Level 4, there were some excellent examples of analytical explanations where candidates drew on several points of content to support their reasoning. In Level 3, it was typical for candidates to explain different aspects of the rebellion and then add a brief comment about how this led to its failure. Level 2 answers were most likely to describe a relevant aspect of content but fail to make a rewardable link between it and the failure of the rebellion; it was rare for candidates to have a good grasp of the conceptual focus but not enough supporting knowledge to get out of Level 2. A lot of answers scoring in this level hinted at a better understanding but were too brief to reward in a higher level: we saw a lot of one-paragraph answers. At Level 1, candidates usually made simple comments related to the Pilgrimage or one of the key individuals involved.

(b) Explain why the Pilgrimage of Grace (1536) was a failure.

(12)

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

- the Duke of Norfolk
- leadership

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

A reason why Pilgrimage of Grace was a failure was because of ~~leadership~~ Henry's ~~false agreement~~. Due to these in the Pilgrimage of Grace being around 40,000 people, ~~Henry's army~~ and Henry's army and Duke of Norfolk was 2,000 people, Henry was outnumbered so, Duke Norfolk made an agreement with the ~~rebell~~ ~~peer~~ rebellions that they will be heard of. So, the leader of the Pilgrimage of Grace was spoken to and had ~~amers~~ ~~amers~~ with Henry. However, Henry didn't want to as he didn't want to be weak nor encourage more rebellions so, the leader of Pilgrimage of Grace was killed. Therefore, the Pilgrimage of Grace was a failure.

A reason why Pilgrimage of Grace was a failure was because of leadership. The leader of the ~~rebellion~~ <sup>protestors</sup> trusted too much in Henry and Duke of Norfolk as to begin with Henry and the Duke were not actually going to ~~agree~~ come to an agreement with the leader of the ~~rebellion~~ <sup>protestors</sup>, but he had put too much trust in them. ~~When~~ In reality, the Duke only ~~as~~ said ~~for~~ Henry would listen to him was because Henry's army was outnumbered 2,000 to 40,000 + so, they knew they wouldn't be lost, and just stopped the Pilgrimage of Grace. Therefore, the Pilgrimage of Grace was a failure.

Lastly, a reason why the Pilgrimage of Grace was a failure was because of ~~Duke of Norfolk~~.

~~The Duke of Norfolk~~ individuals. The Duke of Norfolk managed to stop the Pilgrimage of Grace by ~~s~~ convincing 40,000 of the protestors that Henry was

going to come to an agreement with them, knowing that wasn't going to actually happen and only wanted to send the protesters away. The protesters ~~believe~~ believed the Duke of Norfolk as he was ~~convincing~~ convincing, and was ~~there as if~~ a message for Henry, as it was too dangerous for Henry to speak himself. Therefore, the Pilgrimage of Grace was a failure.



**ResultsPlus**  
Examiner Comments

This response demonstrates some knowledge and understanding in relation to the topic in the question. The candidate clearly knows the events of the Pilgrimage of Grace, though lacks detailed knowledge. There is an attempt to address the conceptual focus of the question, but a failure to analyse how the events described led to failure: instead, the candidate repeats the language of the question with little support. This response scored in Level 2.



**ResultsPlus**  
Examiner Tip

Organise your paragraphs so that each one addresses the 'why' in the question – in this case, why did this aspect of the Pilgrimage lead to failure?

(b) Explain why the Pilgrimage of Grace (1536) was a failure.

(12)

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

- the Duke of Norfolk
- leadership

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

Henry's  
ruthlessness

One reason why the ~~Pilgrimage~~ Pilgrimage of Grace was a failure was due to Henry's ruthlessness. For example, because of the Pilgrimage of Grace, ~~the~~ Henry's power and authority was threatened. He needed a way to deter others to ~~prevent~~ <sup>prevent</sup> a more rebellious and threat to his throne. Because of this he ordered 178 <sup>of the rebels</sup> to be ~~executed~~ executed, so that this horrific act would scare others to not do a similar action.

Another reason why the Pilgrimage of Grace failed was because of the Duke of Norfolk. For example, Henry sent the Duke of Norfolk along with 8000 soldiers to deal with the 30,000 rebels in York, who were led by Robert Aske. They negotiated and he agreed that he would ~~meet~~ meet up with parliament to discuss the ~~parliament's~~ ~~concerns~~ rebels' concerns. Robert Aske then left with his group of rebels, and this was a part of the Duke of Norfolk's plan. He actually had no intention of keeping his promise, and didn't end up mentioning their concerns. Because of this, another rebellion broke out and this is when ~~Henry~~ Henry ordered

to the Duke of Norfolk ~~to~~ gathered these rebels and executed ~~178~~ ~~pop~~ about 178 people.

A final reason why the ~~A~~ pilgrimage of Grace failed was because of the Leadership of Robert Aske. For example, he and many other ~~rebels~~ <sup>rebels</sup> were angered about the dissolution of the monasteries, ~~so~~ <sup>the reason</sup> this is why the whole ~~pil~~ pilgrimage of Grace happened. However, Robert Aske was ~~foolish~~ naive and quick to trust the Duke of Norfolk and Henry. ~~But if he were more firm in his~~ because of this, their whole plan failed.



**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 implicit and not well-developed enough 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 the Pilgrimage of Grace (1536) was a failure.

(12)

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

- the Duke of Norfolk
- leadership

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

One reason why the Pilgrimage of Grace was a failure was because of the Duke of Norfolk. He was in charge of meeting with the Pilgrims to discuss terms and make agreements for the king. He ensured that no violence broke out and calmed down the Pilgrims to give Henry more time to decide what to do. By meeting with the leader of the Pilgrimage, Robert Aske, the Duke was able to negotiate and find out what the aims of the pilgrims were for Henry, and also mislead them into thinking they were going to get their way. This led to the failure of the pilgrimage because ~~the~~ it came to a halt once they believed they had made a deal with the Duke, meaning that the king now had more time to plot against them while giving them false hope that he would listen to them. The false hope given to the Pilgrims meant that they no longer felt the need to keep protesting, ~~as~~ as they felt that a negotiation had been reached and that their thoughts would be listened to.

Another reason why the Pilgrimage of Grace failed was because of the king. This was the biggest rebellion against

Henry for the entirety of his reign, and he knew that if he didn't stop it then other rebellions would begin and people would think that they had a chance of getting their own way. Despite agreeing to meet with the Pilgrims and discuss terms, Henry knew that he couldn't allow it to continue, as he had to assert his authority over the country and let it be known that no rebellion against him could be tolerated. This led to its failure as Henry eventually arrested the Pilgrims and had them killed, showing anyone who was considering rebelling against him that it was a bad idea, and should anyone do it they would end up dead. By giving the Pilgrims a sense of achievement, Henry slowed the rebellion and prevented it from becoming violent or too much to deal with so that he could buy himself more time, leading to the ultimate failure of it.

A third reason why the Pilgrimage of Grace was a failure was because of leadership. Robert Aske was the leader of the Pilgrimage, and as he was determined and well liked by others and capable of leading a rebellion of this scale. However, Aske placed too much trust in the king and believed him when he was promised a meeting with the king and that Henry would hear him out. This backfired greatly, and it led to the failure of the rebellion because he <sup>was</sup> no longer protecting

and instead halted the rebellion, causing them to appear weak and venerable whilst Henry decided their fate. This poor judgement led to the other rebels following suit and also backing down instead of continuing to protest, as they followed in the footsteps of their leader.



This answer focuses consistently on the concept of the question. Each paragraph begins with a clear statement explaining why the Pilgrimage failed and then exemplifies that reason with a point of content. The knowledge and understanding are good, developing the two stimulus points and including an additional point about the role of King Henry. This answer met all the criteria for a Level 4 response and therefore scored full marks.



Ensure that you are providing a clear answer to the question and selecting 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. Responses in Levels 2 and 3 often included a judgement, but 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 candidates who did not attempt to answer Question 1(c) this year.

Question 1(c)(i) had a change and significance focus. Candidates were asked to assess whether the Eltham Ordinances was Wolsey's main reform in England. The stimulus points provided were the Privy Chamber, as an example of an aspect of content that supported the statement, and enclosure. This question drew on content from the second part of the specification. It was significantly less popular than Question 1(c)(ii) and was undertaken by roughly a fifth of candidates who sat the paper.

Nevertheless, a good proportion of candidates who tackled this question showed very specific knowledge relating to Wolsey's domestic reforms. Common points of content included details about meals and dogs in palaces, as well as changes to the Privy Chamber made through the Eltham Ordinances; Wolsey's attempts to limit enclosure; the Amicable Grant; changes to taxation; and changes to the justice system. There was clearly a wealth of knowledge around this topic and, most often, the limiting factor preventing candidates from accessing Level 4 was a lack of development in relation to the conceptual focus of the question.

Where candidates were able to identify criteria to judge the main reform, these included the scale of impact, the longevity of impact, the consequences of the reforms for different groups of people, the success of each reform in saving/earning Henry money or the consequences of the reforms for Wolsey's popularity. At the top of Level 4, these criteria were often applied throughout the answer, leading to skilful and sustained evaluation directed at the conceptual focus of the question.

In Level 3, candidates generally demonstrated good knowledge and began to make comparisons among the different reforms, with brief analysis or simplistic judgement of their relative successes. This approach raised candidates out of Level 2, where the focus was more likely to be on describing the reforms rather than assessing their significance. However, good knowledge was also demonstrated at this level, showing that candidates generally have a good knowledge of this area of the specification.

The most common errors were either describing areas of Wolsey's foreign policy, or assessing the significance of Cromwell's domestic reforms, such as the dissolution of the monasteries. A surprising number of candidates did not understand that the reforms to the Privy Chamber were part of the Eltham Ordinances; often, these candidates confused the Eltham Ordinances with the Amicable Grant. It was also common to see low-scoring answers referring to the annulment, possibly where candidates had attempted to draw from the stimulus points on Question 1(c)(ii).

One of Wolsey's main reforms was the Eltham ordinances. This included better conditions for the King's palace and court. For example, any sick workers were laid off. This is relevant because it would have cut costs but also would have made people frustrated. Furthermore, meals were at set times instead of all day to ~~again improve~~ lower costs but to also improve the King's health. Therefore, the Eltham Ordinances were significant reforms because it improved conditions and saved money for war with France.

A second reform was the ~~improvement~~ improvement of the Privy Chamber. This resulted in the ~~reduced~~ reduction of members. This allowed Wolsey to have more influence over them and less on the King. Furthermore, this reformation stopped more people gaining influence over Henry.

A third reform was the Enclosures. The enclosures were parts of land that labourers worked on shielded from them and sheep put on the land instead. Wolsey tried to put a stop to this and put many of the landowners on trial. This aimed to give peasants fair work.

A fourth main reformation was improved trials. This included ~~to~~ Wolsey ~~hearing~~ allowing more poorer citizens complaints to be heard against rich landowners. In addition, he oversaw some cases himself and gained a lot of opposition for his actions. This was significant as it gave poorer people fair and equal treatment.

In conclusion, I fully disagree with the statement and believe that the improved trials were the main reformation as it improved the lives of so many peasants even though Wolsey got hate for it.



**ResultsPlus**  
Examiner Comments

This response is typical of many Level 3 responses to this question. The candidate is able to provide several examples of Wolsey's reforms and there is some link back to the conceptual focus of the question, with a brief analytical comment at the end of each paragraph. There is some confusion, as the candidate has not identified the reforms to the Privy Chamber as part of the Eltham Ordinances, but the candidate was not penalised for this. An overall conclusion is given, though it is asserted rather than being justified.



**ResultsPlus**  
Examiner Tip

Improve your analysis in relation to the question by evaluating 'how far' each reform described was significant at the end of each paragraph. This will help you to form a more detailed judgement in the conclusion.

Between the years 1513-1529, England saw a vast variety of changes including the <sup>domestic</sup> reforms of Wolsey, the Chief Minister of King Henry VIII. These reforms changed many aspects of society and people's lives, with some done for the good of the people at the time and some less popular reforms done for Henry VIII's benefits.

~~As~~ Cardinal Wolsey created a domestic <sup>reform</sup> policy, known as the Enclosures. At the time in the early 1500's, landlords were illegally enclosing land stripping land away from the tenant farmers and "the commons" whom relied on such land to make food, money and ultimately for them to survive. This consequently was having a detrimental effect on many increasing unemployment, vagrancy + the numbers of people in towns + cities desperately searching for work. Wolsey's policy introduced made enclosing off such land now a crime, as after all it was an illegal move from the landlords for their personal benefit. This reform however, proved to be fairly unsuccessful as it was discovered that landowners were not in fact enclosing the land for greed + excessive financial gain, they themselves were struggling from rents paid by villagers. Taking back the land so sheep could graze provided greater amounts of money for the landowners, for wool, cotton, milk etc. Therefore, in my opinion due to the lack of success the enclosure reform was not a <sup>very</sup> significant reform in England.

In addition, Wolsey introduced another domestic reform known as: the Eltham Ordinances. At the time, ~~roughly~~ the cost for the Royal Household alone was extremely great, around 500 meals alone would have to be provided around two times a day for the people in the Household.

Wolsey recognized this issue, making a list of set plans at the Eltham Palace to deal with the problem now at hand. Wolsey stated meals would be at set times, ill/unneeded ~~grants~~ servants were to be laid off and that the number of people in the Privy Chamber (Henry's closest friends + advisors from the Royal Household) would be reduced by half, from 12-6 men! These were seen as huge changes to the way the government was run + there was now an element of control and order established. These reforms however were only partially useful as royal spending was still somehow simply too great! More money was saved yet it all seemingly was spent by the liability - Henry himself!

Finally, another domestic reform of Wolsey in England was the reform of the justice system. In the 1500's, society was deeply infatig with corrupt courts and the justice system being in a way, almost non-existent ~~confuse~~. The justice <sup>system</sup> was in place however, with courts led by judges, with people paying to ~~hear court~~ for a judge to hear a case brought forward by them. This already disadvantage a vast number in society who may have even struggled to afford ~~even~~ having their cases heard - the courts themselves were corrupt, with judges accepting money + bribes from the richer at the time, the nobles + some of the gentry. Wolsey however disagreed with this + made the <sup>justice</sup> reform to fix this problem. He set up courts for

the poor to attend so that they could receive the justice, he believed they deserved. He also attended several of these hearings each week + made corruption illegal in the courts. This was a reform now for the best interest of the people, but caused problems as the number of poor people wanting cases heard was simply too great, the demand was too high for him to handle. Consequently, with the demand too high + Wolsey focused on other issues at the time, like the annulment of Henry's marriage to Catherine, this was <sup>only</sup> a partial success, similar to so other reforms which he made.

To conclude, all of Wolsey's reforms did create an impact in society in the 1500's, with some reforms creating more significant + bigger impacts than others. In my opinion, Henry Wolsey's domestic reform of the Eltham Ordinances was the biggest reform as compared to his other work + ideas, it had the most successful + biggest impact out of all the domestic policies - whilst the justice reform, was a good idea Wolsey was tasked with so many different things to please Henry, like the annulment he couldn't keep up with all the poor people asking for cases and many were rejected. The Enclosures were also in general seen as a failure, with the landowners enclosing land to survive, as they themselves were struggling + therefore, in my opinion the Eltham Ordinances were the biggest reform as they ~~are deemed as success~~ saw the biggest attempt at change + although wages weren't fully met, money was in fact raised by a huge amount.



This candidate has written an analytical explanation in which wide-ranging and detailed points of content are synthesised to provide a clear and compelling judgement in relation to the focus of the question. The judgement is fully supported, using criteria: considering the breadth of impact of each of the reforms discussed. This response scores at level 4 across all strands of the mark scheme and was awarded full marks.



Responses like this require you to know the content really well, so that you are able to precisely select knowledge that fits with your answer, rather than relaying knowledge and then adding some explanation afterwards. Make thoughtful use of connectives to demonstrate the sense of debate that is usually present in historical topics.

## Question 1 (c)(ii)

Question 1(c)(ii) had a causation focus. Candidates were invited to assess how far Cromwell's service to Wolsey was the main reason for his rise to power. The stimulus points offered were loyalty and annulment. This question was more popular with candidates.

The strongest Level 4 answers demonstrated some exceptional knowledge about the relationship between Wolsey and Cromwell, covering his political role, his work as an MP and his role as Wolsey's lawyer which enabled him to get close to the king. This detailed knowledge was skilfully shaped to link to Cromwell's rise to chief minister and evaluated to support a reasoned conclusion. Counterpoints of knowledge included Cromwell's previous employment experience in Europe and how the skills he learned there were useful in his ability to gain power, as well as the machinations of achieving the annulment and how grateful King Henry was for this success.

Level 3 responses demonstrated a similar breadth of points of content but were less likely to demonstrate such levels of detail. A typical Level 3 response included an explanation of what Cromwell's success was, followed by a brief or simplistic analysis of how this helped him to become chief minister.

In Level 2, candidates were more likely to describe Cromwell's loyalty to Wolsey, often drawing on their similar backgrounds or Cromwell's support for Wolsey after he was discredited or provide a description of King Henry's reasons for wanting an annulment, without making specific links to the conceptual focus of the question. It was clear that a lot of candidates knew a good deal about this topic but were unable to shape that knowledge to the causation focus specified.

Common errors were caused by confusion of chronology. Some candidates wrote about Wolsey's reforms or spent considerable time on the reasons for Wolsey's fall from power, without adequately linking this to the conceptual focus of the question. Where candidates drew on content from later in the 1530s, for example the dissolution of the monasteries or the marriage to Anne of Cleves, this almost universally went unrewarded as they were unable to make a clear link between the point of content and Cromwell's rise to power: in these cases, candidates seemed to be more fixed on Cromwell's success and failures, rather than his burgeoning strength as a minister.

The examining team noted that a common feature of higher-level answers was a methodical approach, where answers were structured to consider various causes of Cromwell's rise to power, coming to a reasoned conclusion at the end. Although a balanced answer is not required to reach the top of the mark scheme, it is worthy of comment that the vast majority of the highest-scoring answers do take this approach. Centres are clearly working hard with their candidates to help them structure their extended writing and develop their skills in relation to AO2, and this is to be commended.

I mostly agree with the statement as his influence and loyalty to Wolsey led to him being a powerful man to begin with. Cromwell also helped with the annulment, which ended up getting Wolsey killed so that Cromwell could take his place. Cromwell's service to Wolsey got him in a powerful position but Cromwell took his place when he was killed using his own power as because he was so reliable and smart, Henry thought he would be suitable to help him make decisions and rule England.



**ResultsPlus**  
Examiner Comments

This is an extremely brief response but the candidate packs quite a lot of content in. There is limited knowledge and understanding and an asserted judgement at the start, indicating a Level 1 response against these strands of the mark scheme. However, the links to the conceptual focus of the question were deemed developed enough for this response to score in Level 2 against the AO2 strand, because in the final two lines, the answer goes beyond a simple or generalised answer. Therefore, this response scored at the bottom of Level 2.



**ResultsPlus**  
Examiner Tip

Ensure you leave yourself enough time to write a full answer to the essay question, which is worth half the marks on the depth study paper.

I agree ~~almost fully~~ <sup>partly</sup> with the statement. One of my reasons for agreeing is because the reason that Cromwell had stood out to Henry was his unwavering loyalty. When Wolsey went down and had all his titles and land stripped and eventually died on the way to trial, Cromwell stayed loyal to him. This was a very favoured trait to Henry VIII as he hated traitors and he was rather impressed by Cromwell. One could argue that this specific trait of his is what captured Henry and so it could be argued that Cromwell's main reason to a rise of power was his subordination to Wolsey.

However, one could <sup>also</sup> argue that his loyalty was only a catalyst in his rise of power and while undoubtedly ~~putting him ahead of everyone else~~ <sup>singing him out with</sup> it was actually his capability to annul the marriage of Henry and Catherine of Aragon that solidified his position and the main reason to his rising in power. He had done what so many other advisers, and Wolsey himself, had failed to do and offered a successful method of achieving the king's <sup>demands</sup> ~~request~~ for an annulment.

By having achieved this he proved his strength and furthermore, proved himself an asset to Henry. Therefore many could argue that actually this was his main reason to his rise in power.

Finally, another reason <sup>someone</sup> ~~people~~ could <sup>disagree</sup> ~~agree~~ with the statement is that they could <sup>instead</sup> ~~argue~~ argue that Cromwell built his own influence <sup>but not</sup> ~~and~~ working under Wolsey is <sup>just part of what</sup> ~~what~~ made him an option to Henry. Cromwell, very similarly to Wolsey had begun his life low in the chain of beings, his father a blacksmith and him believed to have been a beaten child. He joined the French military, abandoning his post he soon fled to Florence, Italy where he became part of the family of a banker. Here, he experienced renaissance life for the first time. He later went back to England where he married into a rich family and with no experience he opened up a law firm. This made him popular and gained him a lot of influence and he landed a seat in the Star Chamber of parliament under Wolsey. Throughout his time there he came to be Wolsey's second. Knowing all of this, many could argue that it was actually Cromwell's hard work and characteristics that were the main reason to his rise in power and his work under Wolsey was only consequence of that. ~~As an~~

In conclusion I ~~mostly~~ <sup>partly</sup> agree with the statement ~~made~~, <sup>and</sup> I can see the many different ways in which people could disagree, and argue against the statement. There are many different factors that went into Cromwell's rise in power and I don't think just one reason is a "main" reason but that all reasons contributed towards his rise in power and influence. Furthermore, anyone could have been selected to help Henry, not anyone could have done the job. So therefore it is ~~Henry's~~ <sup>Cromwell's</sup> intelligence and ideas that gave him a rise in power not Wolsey.



**ResultsPlus**  
Examiner Comments

This response demonstrates wide-ranging and detailed knowledge of the events and experiences that assisted Cromwell in his rise to power. The knowledge and understanding was deemed to score in Level 4. Against the AO2 strands of the mark scheme, the response scored in Level 3: there is good analysis at times, but this is often 'bolt on', leading to an explanation with some analysis, as opposed to an analytical explanation. The judgement has some justification, but the criteria are not validly applied. Therefore, this response scored at the bottom of Level 4.



**ResultsPlus**  
Examiner Tip

When making a judgement, focus on evaluating solid historical facts and comparing them to one another, rather than writing in the abstract. It is fine to say that many factors combined to cause an outcome, but you need to exemplify these and explain how they combined in order to achieve the top marks.

## 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 Q1(a).
- 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.

## **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>

