



# **Examiners' Report June 2022**

**GCSE History 1HIA B3**

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## Introduction

Section B of paper 2 assesses the British Depth Study, with students required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). For the 2022 series, the British Depth Study was sat independently from the Period Study that forms the other half of paper 2. Section B of paper 2 totals 32 marks.

Question 1(a) follows an identical format to Q01 on Paper 1. Students should identify a feature or characteristic of the topic and then add a further detail which will explain the feature or provide context for it. It is important that students 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 Q04 on Paper 1 and Q02 on Paper 3. The question targets the second-order concept of causation. The stimulus points are provided to act as prompts to remind students what they have studied. Use of the stimulus points is not compulsory and students should not use them if they do not recognise them, but where they are used, it should be noted that the mark scheme requires an additional point of content to reach the top of Levels 2 and 3 and for entry into Level 4. Students should aim to cover three aspects of content in their answer.

For Q01(c), students have a choice between (i) and (ii) and the questions may target any second-order concept such as consequence or similarity/difference. This question follows the same principles as Q05/Q06 on Paper 1. The stimulus points should be useful reminders of the alternative aspects of the issue. It should also 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, shown by three discrete points of content being covered.

A good proportion of students were able to demonstrate excellent subject knowledge and score within Level 3. Those answers that moved into Level 4 were able to grasp the conceptual focus of the question and provide a supported judgement, based on criteria; this judgement was often evident and 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, students would usually provide a good range of relevant content but struggled to apply this to the second order concept dictated in the question. It is important that students 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, Q01(a) uses a points-based mark scheme, while Q01(b) and Q01(c) 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 student's response moving from simple or generalised comments to analytical explanations, 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 students are expected to structure their responses. Any valid analysis and detail are rewarded and examiners noted that some students demonstrated impressive knowledge and understanding.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer.

## Question 1 (a)

Students were asked to describe two features of the Field of the Cloth of Gold (1520). A majority of students were able to offer some facts about the Field of the Cloth of Gold, with common responses including references to: the magnificence of the event; relations between Henry and Francis; the kings dining with each other's wives; and the sporting events that took place, including the wrestling match. This demonstrated that many students had grasped the core features of the event and were able to express these in a succinct way. Where students had correctly identified a feature of the Field of the Cloth of Gold, they were generally able to add a supporting fact, thus scoring highly.

A minority of students left this answer blank or offered general facts that were incorrect, for example, citing trade or relations with Spain. A fair proportion of students mistakenly wrote about the Treaty of London event, related that Henry met with Charles rather than Francis, or wrongly stated that the Field of the Cloth of Gold resulted in a peace treaty.

1 (a) Describe **two** features of the 'Field of the Cloth of Gold' (1520).

(4)

Feature 1

One feature of the field of the cloth of gold was that it was a festival to celebrate peace between England, France and Spain.

Feature 2

Another feature of the field of the cloth of gold is that it also showed off Henry's skills and luxury.



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Examiner Comments

The student has identified two key pieces of information relevant to the question but the contextual information used in support is incorrect in the first feature – this event only involved England and France – and absent in the second feature.

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 the 'Field of the Cloth of Gold' (1520).

(4)

Feature 1

The field of the cloth and gold, was an event where Henry VIII was able to show of his wealth and high standard. He decorated with ~~with~~<sup>gold.</sup> and rode on on a horse through crowds

Feature 2

The field of the cloth and gold, included a wrestling match between Henry VIII and Francis I which resulted in Henry ~~losing~~ losing.



**ResultsPlus**  
Examiner Comments

This student has focused on the pageantry of the Field of the Cloth of Gold and described two key features of the event itself, backed up with supporting evidence about what took place during the meeting.

This response scored full marks.



**ResultsPlus**  
Examiner Tip

There are no specific key features required for answering Q01(a) – relating part of the narrative is a valid approach.

1 (a) Describe **two** features of the 'Field of the Cloth of Gold' (1520).

(4)

Feature 1

It was a monumental event where King Francis and King Henry met in Calais and displayed their wealth and power.

Feature 2

It made no concrete changes, but it was significantly symbolic that the two kings had met after hundreds of years of unease between France and England.



**ResultsPlus**  
Examiner Comments

The student has provided two features of the Field of the Cloth of Gold, providing a brief description of the event and a consequence of it, and supported each of these with additional information.

This response therefore scores full marks.



**ResultsPlus**  
Examiner Tip

As demonstrated here, responses to this question do not need to be lengthy: a brief comment with some specific supporting evidence is enough for each feature.



## Question 1 (b)

For Q01(b), students were asked to explain why Cromwell made changes to government in the years 1534-1540. They were provided with the stimulus points of the Privy Council and the Act of Succession.

A majority of students were able to select some accurate knowledge in relation to this question. It was very common for students to extrapolate from the stimulus points and a number wrote about the Act of Supremacy as their third point of content: as this appears on the specification alongside the Act of Succession, it is possible that students remember these points of content as a package. Other common responses included references to the Act of Union, changes to the role of Parliament, reforms to the Council of the North and Cromwell's work with royal finances: implementing the Court of Augmentations, for example, following the dissolution of the monasteries.

Where students were less secure in their knowledge of Cromwell's reforms, responses discussed the annulment, although this was not within the scope of the date range in this question. A number of students erroneously wrote about Wolsey's reforms, for example the Court of Requests and the reforms to the Privy Chamber. Another common pitfall was to write about the dissolution of the monasteries without making clear reference to changes in government: this content, without that link, was not relevant to this question.

Responses at Level 4 presented a clear analytical explanation, where each section of the response was driven by a clear focus on why the changes took place. This reason was then exemplified using strong subject knowledge; in the strongest answers, several points of content were used to exemplify a small number of reasons for change. For example, students were able to draw on the inter-relationship between Cromwell's personal power and the king's perception of his own power and success as a reason for government change and then exemplify this with points of content, such as the Act of Supremacy and the Treason Act.

Responses at Level 3 tended to foreground the examples of change and then add a reference to the reasons for it after making a clear explanation of how government had changed. In these cases, performance against Assessment Objective (AO1) was usually strong, but the marks were limited because the response was not sufficiently directed at the conceptual focus of the question.

This pattern was reflected by a number of responses scoring in Level 2: students generally had enough knowledge of Cromwell's reforms to be able to explain how government changed, but the link to why was left implicit or undeveloped. At Level 1, students could provide some detail but this was usually vague or only loosely linked to the topic in the question. Many students scoring in the lower bands were able to identify Cromwell's own personal desire for more power, but were not often able to link this to clear examples of his methods for achieving it.

Most students produced a complete response of reasonable length, indicating that the time given was apt to answer the question, although many students included an introduction and conclusion, rather than spending time developing their analysis of their chosen points of content. Overall, this question was answered well in terms of knowledge but less well in terms of analysis. Centres should note that the question stem is always, 'Explain why...' and should aim to prepare students accordingly.

(b) Explain why Cromwell made changes to government in the years 1534–40.

(12)

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

- the Privy Council
- the Act of Succession

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

Cromwell made changes to government in the years 1534–40 as Wolsey his mentor had been executed largely due to loss in public support and lack of ability to use parliament for his advantage. Cromwell created the Privy Council which enticed 20 permanent members and had set discussions and meetings topics and speeches were noted down which was an improvement upon the Royal Council that had 80 members not permanent and very few discussions noted down – based on ~~hearsay~~<sup>hearsay</sup>. This meant government was better structured and more capable ~~capable~~ to make important decisions.

Cromwell also created the court of Augmentations and court of First fruits and tenths to deal with new income from dissolution of the monasteries.

Court of Augmentations was to deal with income from property of monasteries i.e. rent etc. Court of First Fruit and tenths dealt tax income from clergies that was previously sent to the Pope. He built and replaced upon the king's court which would've

been unable to deal with new income - displaying Cromwell's ability to adapt government meticulously & without failure.

Cromwell passed the Act of Succession<sup>in 1534</sup> meaning Henry VIII could decide who would be his heir to the throne. It was passed quickly so that Mary would be seen as illegitimate and Anne Boleyn's child, who ~~was~~ she was pregnant with could be elected<sup>to</sup> heir to the throne. This displays how Cromwell was able to use parliament successfully to pass laws where his predecessor Wolsey had failed to do so - this use of parliament enabled his ~~act~~ acts to be legitimate and unlikely to cause controversy ~~like~~ like his predecessors had done.



**ResultsPlus**  
Examiner Comments

This response covers several points of content but the reasons for these changes are not always explicit. Each change is explained and then some analysis of reasons for the change is included, though this is not well-developed enough for Level 4. The content is relevant and shows good understanding, though not detailed.

This answer scored in Level 3.



Be careful not to confuse examples of change with reasons for change as this will result in weaker analysis.

(b) Explain why Cromwell made changes to government in the years 1534-40.

(12)

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

- the Privy Council
- the Act of Succession → 1534

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

finance  
increase  
king's power → taxes

One reason Cromwell made changes to government was to ensure loyalty to the king. Cromwell reduced the number of men in the privy council from 100 to 20, all of them were lawyers and not just noblemen, this was purposefully done to prevent one person dominating creating conflict. Cromwell rose from a lower background himself so favoured hard-working lawyers and businessmen therefore placing them as members of privy council rather than nobles who despised Cromwell due to his low birth. Henry wanted trustworthy advisors around him so removing nobles from the privy council ensured no one was conspiring against him or Cromwell. Additionally a Clerk was appointed to the privy council to record decisions making the privy council an official, trustworthy council for Henry. Therefore Cromwell changed who was in the council and how many in an attempt to secure government in his favour.

Another reason Cromwell made changes to government was to increase the king's power. To deal with the increased income from the dissolution of monasteries in 1536 Cromwell created court of Augmentations and court of first tenths and fifths, this ensured the money went to the king and Henry became richer.

~~Goals~~ In the 1530's Henry began showing an interest in day to day government so Cromwell was forced to provide a stable government in Henry's favour, the two new courts impressed Henry as royal finance was becoming more organised. Additionally the increased income from the monasteries needed to be handled or else the money would be spent so Cromwell changed finance to impress the king. Therefore Cromwell changed government to increase the king's wealth through organising the monastery income and showed stability to increase the king's power in government which he wanted after he stopped delegating power and showed an interest.

furthermore Cromwell also changed government to secure the throne. In 1534 the act of succession stated only Henry's marriage to Anne Boleyn was acceptable making Elizabeth the legitimate heir and Mary illegitimate. Cromwell changed government to give Anne more power creating ~~an internal feud and conflict~~, in government everyone was required to take the oath of succession 1536 showing loyalty to Henry and anyone that refused was either beheaded or fired. This oath ensured everyone in government was loyal to Henry and truly believed there should be Queen and not Ed Catherine of Aragon. Through implementing the Oath and Anne's power Cromwell impressed Henry who wanted a loyal government with no opposition to his annulment.



**ResultsPlus**  
Examiner Comments

This answer focuses consistently on the concept of the question and shows a line of reasoning that is sustained. Each paragraph begins with a clear statement of why government changed 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 royal finance. 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.

(b) Explain why Cromwell made changes to government in the years 1534–40.

(12)

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

- the Privy Council
- the Act of Succession

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

Privy  
Act of Succession  
Privy

Cromwell recognized the King's royal council was ineffective. He saw that its meetings were not regular or recorded, and were usually dominated by one man (like Wolsey or Cromwell). To combat these problems he reformed the royal council into the privy council, which contained 20 advisors for the King. Most of them were established lawyers and businessmen, giving Henry 'real' talent as Cromwell saw it and not just nobility. Henry was not opposed to having people of low birth advise him, as shown through his appointment of Wolsey and Cromwell; in fact he seemed to value their experience.

Cromwell also recognized the somewhat unstable acceptance of the King's marriage to Anne Boleyn. To combat this he introduced a variety of ~~articles~~ Acts to ensure the trust of the clergy and noble men. Through the use of Oathes (1534) he was able to

generally get the trial of people he feared would not. To the they went against this, he could simply engage the treason Act (1534) which needed only an accusation of treason to punish someone. The significance of this is that people who did not approve of Henry's marriage would now keep it to themselves in the name of mass support from anyone else. Cromwell established the new law with the Act of Succession (1534), and Act of Supremacy (1534). The succession act simply stated Anne was queen, and only children of that marriage could be heirs. More significantly, the act of Supremacy placed Henry as the leading figure of the Church in England, removing the power of the pope. These uncertainties from the population and the need for general acceptance of the kings succession is another reason why Cromwell made government changes.

Cromwell also wanted to make change to parliament. Cromwell saw that parliament was mainly used to pass tax laws. He wanted to see it pass statute laws, and also give more involvement to MPs in government as most were not nobility. Cromwell used parliament as a way to gain the support a noble who maintained

but was also careful to keep them under Henry's wish. He would do this by using the 'King in Parliament', where Henry's presence would intimidate people into making the right decision. Furthermore, Cromwell called parliament more frequently and as he was the chief minister he largely controlled parliament to do Henry's bidding, as that was his priority. He also strengthened the council of the north, which (established in 1472) to ensure again get support of the people that mattered in Government, and this factor was a ~~cause~~ ~~of~~ reason why Cromwell made government changes. Cromwell also created the Court of first fruits and tenths (1534), to ensure money from the clergy that was used for more. He also created the customs administration (1536) to ensure the influx of money from the dissolution. This strengthened the financial side of the government and in particular the king's chamber. This would ensure sure Henry did not have to get involved in money, as it was something that bored him, and this was further achieved by staffing it with men progressively and keeping clear records to ensure an efficient, efficient and effectiveness of money in Government.



This response is exceptionally strong and a good example of where a student has been able to precisely select a wide range of knowledge to exemplify analysis of reasons for the changes in government. The response shows a coherent line of reasoning, organised around the theme of Cromwell spotting problems in government and developing solutions to them. The last paragraph is particularly strong, identifying Cromwell's desire to gain the support of 'people who mattered' and exemplifying this with content related to Parliament, the Council of the North and the clergy.



Adding a second brief point of content to support an analytical point, for example about the role of the Acts of both Succession and Supremacy in securing acceptance of the king's second marriage, will help to demonstrate excellent subject knowledge.

## Question 1 (c)(i)

Q01(c) requires students to analyse a statement related to a debate from the topic and reach an evaluative conclusion. Where students 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 and did not supply justifications and select 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.

Q01(c)(i) had a causation focus, requiring students to assess how far opposition from the nobility was the main reason for Wolsey's fall from power. The stimulus points offered were the Boleyn family and Catherine of Aragon. This question was significantly more popular than Q01(c)(ii), with the vast majority of students attempting it.

Students were generally able to extrapolate from the Catherine of Aragon stimulus to write in detail about the problems faced by Wolsey in achieving the annulment. The Boleyn family were used as evidence to support the statement in the question, or to reject it, and either approach was valid. Other common points of content included the Amicable Grant, the Eltham Ordinances, Wolsey's low status, his promotion of cheap justice to the poor and his failures in foreign policy. There was evidence of wide-ranging and detailed knowledge demonstrated across the range of responses and it was pleasing to see that many students had a good grasp on the narrative of Wolsey's tenure as chief minister.

Most students were able to explain why Wolsey was unpopular and this meant that many were able to score above Level 1. At Level 2, students could often give simple statements about the nobility or Wolsey's actions, but did not expand to explain how their dislike of Wolsey contributed to his downfall, limiting their performance against AO2, which is worth more than half the marks in this question.

At Level 3, responses typically took a formulaic 'agree/disagree' approach that explained the detail but didn't analyse the significance of it. There was some excellent narrative in evidence and good use of key terms such as *Alter Rex*, the king's 'Great Matter', *praemunire*; but this was rarely applied with an analysis of its significance and AO2 reasoning.

At Level 4, students were able to use sustained judgement to analyse the different factors in Wolsey's demise, including a line of reasoning when arguing which was the main cause of his downfall. Criteria for making the overall judgement often took the form of long-term/short-term/trigger causes or weighing Wolsey's personal failings against the ability of the nobility to undermine him. A common conclusion to draw was that a variety of factors led to opposition to Wolsey among the nobility, but that the failure to obtain the annulment allowed the nobility to convince Henry of his treachery.

Some students confused Wolsey and Cromwell, or Catherine of Aragon and Anne Boleyn. There were a number of lengthy answers that scored very few marks, where students were clearly unfamiliar with this topic but had time to attempt to construct an answer that was, quite often, not connected to the focus of the question.

Wolsey fell from power due to many reasons including the opposition from the nobility, the Boleyn family and Catherine of Aragon.

One of the main reasons why Wolsey fell from power in 1524 was ~~opposition from the nobility~~ due to the opposition from the nobility. I somewhat agree with the statement as Wolsey had made changes to the council and changes to the way his wife's land and titles were managed, which led to people going against him. Including the nobility, they were on his side and they were not to be out and was not to be in charge anymore. This led to his deposition, which worsened Wolsey and stripping him of his home and power which eventually led to his death.



I somewhat agree with the statement  
as there are some reasons why  
~~Wolsey~~ Wolsey fell from power  
such as Catherine of Aragon.  
King Henry VIII wanted an Annulet  
with Catherine as he had  
~~wanted~~ been promised  
a son by her and she  
could not provide and he  
had also fallen in love  
with someone else - Jane Seymour.  
So he had asked Wolsey to  
get him and Catherine an  
Annulet, Wolsey had contacted  
the pope and said that  
King Henry VIII wanted to split up  
with Catherine but the pope  
refused and said that it is  
against the religion to let anyone  
get divorced / separated. This infuriated  
King Henry VIII as he no longer  
wanted to have anything to do  
with Catherine as she had  
failed to provide him with a  
male heir. As well as that  
Jane Seymour really wanted

King Henry to get an annulment as she wanted to be the next of Queen, so she would pete and persuade King Henry that Wolsey was doing it out of his own spite and didn't want him to get an annulment as he thought Henry was in the wrong. On the 16th a couple of days later, Henry had enough and decided to strip Wolsey of all of his belongings, power and home which eventually led to him losing all of his power and eventually dying.

A final reason I somewhat agree with the statement is because there is another main reason why he fell in power, and that was due to the Boleyn family and their religion, the Boleyns denied what Wolsey and their believed that he was ~~implementing~~ implementing Protestant things into the church, so they had the Duke of Norfolk and men like him persuade King Henry to let him go as he was leading people away from the crown.

In conclusion I somewhat agree with the statement as opposition from the nobility was a main reason but there was also other really important reasons, he fell in power like Catherine of Aragon and the Boleyn ~~and~~ family.



**ResultsPlus**  
Examiner Comments

This response is typical of many Level 3 responses to this question. The student knows Wolsey's issues in some detail and is able to explain his mistakes. These are then linked back to the conceptual focus of the question in a brief analytical comment at the end of each paragraph. An overall conclusion is given, though it is asserted rather than being justified. The student has confused Anne Boleyn with Jane Seymour, but this has not resulted in a loss of marks.



**ResultsPlus**  
Examiner Tip

Extend your conclusion a little more by justifying your position: rather than stating your judgement, as in this response, attempt to justify it by sharing the reasons you came to that judgement.

I strongly and fully agree with the statement as although there were other factors, these factors ultimately only influenced his fall from power, when used by the nobility to undermine him.

One example of this ~~was~~ is Wolsey's failure to annul Henry's marriage to Catherine of Aragon so he could marry Anne Boleyn. Wolsey argued to have the ~~best~~ case seen to in England, Blackfriars where he as papal legate could oversee it (and influence the debate to his desired outcome). This ultimately failed as the Pope sent Cardinal Campesoglio to stall progress and the case was adjourned. This meant enemies of Wolsey were able to use Wolsey's failure to undermine him. For instance, when Henry's infatuation with Anne gave the Boleyns power and so they persuaded Henry

that Wolsey was deliberately stalling the annulment and working in the interests of the Pope (praemunire). This frustrated Henry immensely and convinced him that Wolsey was disloyal and so Henry stripped him of his possessions and exiled him. Therefore opposition from the nobility was the main reason as it was able to turn Wolsey's defeats (which might have otherwise been put up with by Henry) into snubs at the king and his authority.

Another example is the influence of Wolsey's reforms at court. For example, Wolsey's use of the Star Chamber, where he encouraged the ~~poor~~ poor to bring cases to court and oversaw them himself. This upset many of the rich landowners and nobility as they felt targeted by Wolsey and his lower class backgrounds. He was resented for rising through the hierarchy and defending the poor. This meant it

was easy for factions like the Boleyns to gather support against Wolsey and that made it easy to undermine him in the eyes of the king. Therefore the opposition of the nobility was the main reason as they were highly motivated to bring down Wolsey and were then easily able to persuade Henry against him.

However, I understand how some might argue that the Wolsey's poor foreign policy outcomes were the main reason for his fall. As Henry wanted to be a great, prestigious warrior king, foreign policy was crucial to his satisfaction. This meant that Henry blamed Wolsey for the Treaty of Cambrai ~~and~~ as it diplomatically isolated England and lowered his status. Eventually, this led to Henry resenting Wolsey for failing to help him succeed in European politics, and coupled with other events, like the Amicable grant and the failure of the Treaty

of surges, led to his downfall. Therefore Wolsey's failures of foreign policy led to his downfall as appearing strong and influential in Europe was very important to Henry.

In conclusion, although Wolsey's failed foreign policy was important in his downfall, it was not nearly as instrumental as the weaponisation of his defeats against him by the nobility and their immense opposition to him. This is because they were able to manipulate the king into believing Wolsey was working against him and Henry admired loyalty above all else, so this ~~was~~ worked to turn him against Wolsey. Ultimately as Wolsey was charged with praemunire he was charged with disloyalty to the king and so the opposition of the nobility succeeded. Therefore it was the main reason



This student 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: that Wolsey's failures were weaponised by the nobility. There is careful use of linking phrases and connectives to weigh up the different factors being analysed. 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)

Q01(c)(ii) had a significance focus, requiring students to assess the significance of Thomas More's opposition to the Reformation in England. This question was the less popular of the two options and was only attempted by a small number of students; where students did attempt it, they generally demonstrated sound historical knowledge and were able to provide relevant criteria against which to judge significance.

Most answers compared the opposition of Thomas More to that of Elizabeth Barton and John Fisher; the specification links these individuals together and so this is probably why this was the most popular content to include. Some responses also included a comparison with the Pilgrimage of Grace as opponents to the Reformation and this approach was also valid.

A majority of students were able to achieve against AO1 by sharing details of the opposition of key individuals, placing them comfortably within Level 2 or Level 3. Some students were limited to Level 2 because they focused on relating the considerable knowledge they had on the topic but were unable to make a link to how this presented a challenge to the Reformation. At Level 3, responses explained how the opposition being described presented a challenge for Henry, for example by measuring his reaction in each case or considering what popular support there was for each opponent. At Level 4, students were able to deploy criteria to judge 'significance'; popular criteria included the longevity of the opposition; its notoriety; the support it garnered from the population and/or from Europe; and the response required from the Crown.

Most students produced a response to Q01(c) and it is noteworthy that there were very few partial answers seen this year, indicating good time management on this question.

When Henry was trying to divorce Catherine of Aragon and <sup>do</sup> his break from Rome, he had some opposition. Thomas More, John Fisher and Elizabeth Barton were key factors in the opposition.

Thomas More was Henry's chief advisor after Wolsey, he was well respected by Henry and everyone who followed Henry, Thomas respected Catherine of Aragon very much and felt that Henry's choice to divorce her was wrong. Thomas More, John Fisher and Elizabeth Barton all believed that Catherine was Henry's lawful wedded wife and that it shouldn't change. When the Oath of Succession introduced it changed everyone's hidden opposition to reality. The Oath of Succession was when everyone in England and in power had to sign it to say that they agree Anne Boleyn is the Queen of England and Henry's lawful wedded wife. Once Thomas More refused to sign it which led to his downfall, he was taken to prison for a year and was told everyday to sign but refused. He never said why he refused but at this

point Henry didn't care. Thomas More was then executed in the tower of London for Treason. People stopped challenging Henry after that.

However Elizabeth Barton was the first person to disagree with Henry and oppose him, she did it in a very open way too. She would say that she had visions of Henry, that he would die a 'villians death' Obviously this angered him and he chose to get rid of this opposition. He told everyone she was a witch! And because people were more superstitious back then, they believed it. She was then forced to lie and say she was just saying whatever to oppose Henry. At the age of 16 she was executed.

Barton was the person to start the opposition, making her one of the most significant factors. He would die if he divorced Catherine and married Anne Boleyn.

A lot of people didn't support Henry's decisions but none really spoke out on it in fear of getting executed. Thomas More and Elizabeth Barton and even John Fisher, they didn't care. They fought for what they believe it, refused to take the oath and were executed anyway.

In conclusion I believe ~~that~~ and agree that Thomas More had the most significance as he refused take the oath even though he was in prison for a year and then executed. It showed Bravery. However He was the very reason people were scared of opposing Henry making people keep their ~~opinions~~ opinions to themselves.



**ResultsPlus**  
Examiner Comments

In this Level 2 response, the student has demonstrated detailed knowledge of the opposition presented by Thomas More and Elizabeth Barton. Although this evidence has been selected in relation to the focus of the question, the links to the conceptual focus are implicit and there is no real analysis of why each individual was significant. The overall judgement is not justified and not fully focused on the question.



**ResultsPlus**  
Examiner Tip

Ensure that evidence selected is carefully linked back to the conceptual focus of the question.

I disagree with the statement to a certain extent because I feel that, whilst Thomas More was a large and powerful opponent, there were people such as Elizabeth Barton and Robert Aske who posed a greater threat to the Reformation in England.

One reason why I disagree is because of Elizabeth Barton, or the Nun of Kent, and her prophecies which she gave Henry in the 1530's. She claimed to have had visions from the Virgin Mary and when she was 17, and had amassed a huge following. She met Henry in 1533, and told him in person that he would die within a month if he married Anne Boleyn Boleyn. This would've upset Henry, who was still <sup>very</sup> religious at this point and even this problem was worsened when she published a book ~~criticising~~ criticising many of the ideas of the reformation. As a result Henry made her tell everyone she had lied and burnt her books before killing her in 1534, the same day as the oath of supremacy was enforced. This meant her opposition was easily dealt with, but she had caused many others to oppose Anne and the reformation through her popularity.

<sup>agree with the statement</sup>  
One reason why some may disagree with ~~the statement~~ is because of the role Thomas More had in Henry's government. He had been made Lord Chancellor in 1529, after Wolsey's death and so he had lots of power to oppose the reformation ~~with~~. He spent his time as Chancellor

from 1529 to 1532 persecuting protestants and was a catholic, so opposed the reformation. However, he stepped down from his role after only 3 years due to 'illness' which was suspectedly not the real reason. This meant he could not oppose the reformation as Chancellor any more, and was executed in 1534 after refusing to take the oath of Supremacy and was charged with treason. This meant that his influence over Henry was not great enough to sway him, and so his opposition was <sup>too short-lived</sup> ~~too short~~ to have any lasting effects.

Another reason why I disagree with the statement is because of the 'realist' opposition which came from the North in the 1536 Pilgrimage of Grace. This had stemmed from anger at the dissolution of the lesser (under £200) monasteries which made the catholic North angry. This rebellion was arguably the biggest opposition to the reformation as Robert Aske led 40,000 men in opposition to the religious changes being made. The opposition was only stopped by the duke of Norfolk talking them out of it, but the rebellion was a huge problem for the reformation as it showed that many people in the public were also unhappy. As a result, the sheer size and danger of the pilgrimage of Grace meant that the English Reformation was put under huge stress following it, as Henry had to be very careful with further changes.

Finally, the role of Bishop John Fisher and the monks was one more opponent to the reformation, as they invited the powerful Charles Vapour and the Holy Roman Empire in the reformation.

They didn't want England to reform, and so pressure from Charles V led to the prospect of war if nothing changed. Bishop Fisher refused to take the oath of succession as was executed, despite being made a cardinal by the Pope, showing Henry was afraid of the Catholic Church still. <sup>John Fisher</sup> ~~But~~ <sup>Charles V, who was much more powerful than Henry</sup> ~~from many of Europe's superpowers~~ and so they had to be careful to avoid war when making future decisions.

Overall, the role of Thomas Moore was significant, however he failed to give worthy opposition like Elizabeth Barton, and ~~he~~ he failed to give military opposition like the Pilgrimage of Grace and the armies of Charles V of Spain. As a result there were other members of society who had more impact in the opposition of the reformation than he did, especially as he was executed during the reformation by Henry's orders.



**ResultsPlus**  
Examiner Comments

This response demonstrates wide-ranging and detailed knowledge of opposition to the Reformation. There is a coherent line of reasoning and a careful focus specifically on opposition to the Reformation, as opposed to more generally towards Henry. The overall judgement is carefully justified using criteria based on the type of opposition presented – lengthy; military.



Decide on the criteria you will be using to make your judgement before you begin writing your response. This will help you to build a coherent analysis that leads the examiner along a clear path of reasoning, as well as to select relevant information to support your arguments.



## Paper Summary

Based on the performance seen on this paper, students 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 Q01(a).
- 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 and help the examiner to see that you have covered three aspects of content.
- When forming a judgement, use criteria to help with this and, when revising, spend some time thinking about what criteria might go with each question style. Consideration of short term/long-term causes or consequences is one possible approach while considering different groups of people or the nature of the change/impact could be appropriate for questions on change or significance.

## **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>

