



Examiners' Report

Principal Examiner Feedback

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In History (1HI0)

Paper B3: British depth study

B3: Henry VIII and his ministers, 1509–40

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PE Report Paper B3

Introduction

Section B of Paper 2 assesses the British Depth Study, with candidates required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). As of the 2019 series, the British Depth Study forms a separate booklet to the Period Study sat during the same examination. Candidates should be reminded not to answer the Period Study questions in the British Depth Study booklet, or vice versa, and where extra paper is used, to ensure that separate sheets are used for the Depth Study and the Period Study, with each attached to the relevant booklet.

Question 1a follows an identical format to Question 1 on Paper 1. Candidates should identify a characteristic of the topic and, having identified a feature, they should add a further detail which will explain the feature or provide context. It is important that candidates understand that the details need to be connected – four disparate facts were limited to a maximum of two marks.

Question 1b is scored out of 12 marks and the mark scheme is identical to Question 4 on Paper 1 and Question 2 on Paper 3. The question targets the second-order concept of causation. The stimulus points are provided to act as prompts to remind candidates what they have studied. Use of the stimulus points is not compulsory, 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.

For Question 1c, students have a choice between (i) and (ii) and the questions may target any second-order concept. This question follows the same principles as Question 5 and Question 6 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.

This question also requires a judgement to be made. 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 throughout the answer as well as forming 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. Level 3 answers

often had good sections of analysis and argument but this was not sustained throughout the answer.

At Level 2, candidates usually provided a good range of relevant content but struggled to apply this to the second order concept dictated in the question. It is important that candidates consider the question carefully and shape their answers in relation to the focus, whether this be causation, consequence, change and continuity, similarity and difference or significance.

Within section B, Question 1a uses a points-based mark scheme, while Question 1b and Question 1c are marked using a 'best fit' approach applied to a levels of response mark scheme. Progression in Assessment Objective 1 (knowledge and understanding) is shown by the candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in Assessment Objective 2 (analysis) is shown by a candidate'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 candidates are expected to structure their responses. Any valid analysis and detail is rewarded and examiners noted that some candidates demonstrated impressive knowledge and understanding.

Question 1a

Candidates were asked to describe two features of society in England at the start of the reign of Henry VIII. This content falls at the very start of the specification and it was evident that the majority of candidates had a good grasp on the topic.

Answers commonly referred to the importance of the Church, the religious beliefs held by society, the social hierarchy and the Great Chain of Being or the importance of the King as the ruler. Weaker answers attempted to bring in content from outside of this area of the specification, for example by describing the monasteries, which in some cases were creditable, or referring to content from their Unit 1 studies, which was not specific enough to the topic to be worth of credit.

Henry VIII and his ministers, 1509–40

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

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

(4)

Feature 1

England was religious as
Catholicism was still the primary
religion. There would have still been
monasteries as well.

Feature 2

Welsh people were still seen as
lower class citizens as Wales
was up to that point occupied
by the English.

2



Examiner comment: The candidate has identified two key pieces of information relevant to the question and supported these with additional information. Therefore, this answer scores full marks.

Examiner tip: Responses to this question do not need to be very long: a brief comment with some specific supporting evidence is enough for each feature.

Question 1b

Candidates were asked to explain why the dissolution of the monasteries took place. This is key event in the reign of Henry VIII and most candidates were able to write a response of some kind. Often this took the form of an extrapolation from the stimulus points, accompanied by a point of content from the candidate's own knowledge.

Many candidates were able to describe the inspection of the monasteries and explain how the evidence found during this inspection led to the dissolution. This evidence could include both the financial wealth of the monasteries and the alleged behaviour of the monks and nuns and, where both of these points were used, they were counted as two separate points of content. Fewer candidates were able to make a clear link between the Reformation and the dissolution: it was common for candidates to write at length about Henry's quest for an annulment as the cause of the Reformation, which was not relevant to this question. Better responses, such as the full mark exemplar included, were able to explain how the loyalty of nuns and monks to the Pope following the Reformation posed a potential threat to Henry.

Henry's need to finance war was often used as a third point of content and this was clearly linked to the financial wealth of the monasteries or their land holdings. Some candidates also referred to the Pilgrimage of Grace in their answers but this was rarely analysed in relation to the question: more often, candidates described the protest without making a clear link between this event and the second Act of Dissolution.

Level 2 answers generally provided a narrative of the Reformation or a description of conditions inside the monasteries: the salacious details published following the visitations clearly remained vivid in the mind of many candidates. At Level 3, candidates were able to explain the importance of two to three of points of content but did not consistently analyse why they led to dissolution. Candidates scoring in Level 4 were able to provide detailed analysis of how factors combined to result in the dissolution. Some of the strongest answers demonstrated a recognition that these factors co-existed, as opposed to treating them independently. While this is not required to score the maximum marks for this question, it was pleasing to see this approach being taken.

(b) Explain why the dissolution of the monasteries took place.

(12)

You may use the following in your answer:

- inspection of the monasteries
- the Reformation

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

There were many reasons piling up as to why the dissolution of the monasteries took place.

One big factor for the dissolution was the inspection of the monasteries. Cromwell had sent out a team to inspect all the monasteries across England to see which were suitable and which had the most money. These inspections came back with some shocking results as nuns admitted to take place in homosexual practices and marriages which were not allowed for nuns. These visitations showed that the rules weren't followed and the monasteries were corrupt.



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Another major factor for the dissolution was because of the Reformation. This was at a time when England was split between the Catholics and the Protestants. Henry VIII had already split with Rome, he was Catholic but seemed interested in protestant ideas. However all the monasteries were Catholic and Henry believed the nuns and monks were still loyal to the pope. Henry could not bare to have their loyalty to someone else and he decided to close many monasteries. The Reformation was over a huge part in the closure of the monasteries as Henry was starting to turn towards ~~from~~ protestantism.

Another big factor that affected the closure of the monasteries was their financial wealth. At this time

Henry was lacking in money to participate in wars abroad and instead of taxing people hard, Henry saw opportunity with the wealth of the monasteries. Henry would never have to ask for financial support from the Government ever again and this would help all his problems. In my opinion this was one of the most important factors for the closure of the monasteries.

In conclusion, there was many different factors that contributed to the closure of the monasteries.

Examiner comment: The candidate has covered three points of content and analysed them develop a clear and focused response to the full demands of the question.

Examiner tip: Remember that neither an introduction nor a conclusion is required for responses to this question.

Question 1c

Question 1c required students 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 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.

Question 1ci had a consequence focus. Candidates were required to analyse elements of Wolsey's foreign policy and make a judgement about which was the most successful. This was the least popular option by far, with only one candidate in this series choosing to answer the question. As such, it is impossible to make any generalisations about candidate work in relation to this question.

Question 1cii had a causation focus. Candidates were required to analyse the events that led up to the execution of Anne Boleyn, making a judgement about whether her failure to provide a male heir was the most important of these. The vast majority of candidates were able to produce a response that included some relevant details about this topic; at Level 2, this usually formed a narrative of Anne's life at court leading up to her execution, or an undeveloped list of points that made her unpopular. At level 3, these points were usually explained in detail but lacked the strong analytical link to her downfall and eventual execution that was a feature of Level 4 answers.

In terms of points of content, Anne's behaviour around Henry's courtiers was commonly written about and most candidates were able to accurately extrapolate from the stimulus points, writing particularly well about the cooling relations between Anne and Cromwell. A feature of the strongest answers was the use of evidence to analyse specifically why Anne was executed rather than merely being cast aside, with recognition of the change in situation following Catherine of Aragon's death and the impact this had. It is pleasing to see that some candidates have a strong grasp on the finer points of court politics in the 1530s.

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 answer with a cross .

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

^{Partilly}
~~I~~ ^{partially} disagree with the statement that the main reason Anne Bolyne was executed was because of the failure to give Henry a male heir. However I do think it was a factor because there are other / more important reasons why it happened but the fail to give Henry an heir was top.

Anne Bolyne was one of the one reason why some boyen was executed was because of the work of Thomas Cromwell. Anne Bolyne was an important factor on why Wolsey to fell from power in 1523, Cromwell worked for Wolsey and greatly admired him and tried to defend him right to the very end (This was one of the reason why Henry admired him) and after she fell out of popular popularity with the king Cromwell made it his aim to try and seek justice for his previous master. He did this by spreading rumors of her that in court that she had in fact been cheating on Henry and eventually got a confession out of the court. ~~mission mark~~ ~~Smeaton~~ ~~to~~ (by torture) This confession made by the musician proved that she was ~~a~~ ~~becoming~~ ~~by~~ treason and should be executed. This was the most



P 6 4 5 4 1 A 0 7 1 2

7
Turn over ▶

important reason as it gave Henry the necessary evidence to prove that she was guilty and she should be executed. Without the work done by ^{Cromwell} ~~Watsey~~ Anne may not have been executed but simply Annulled like Catherine before her. This is why Cromwell was an important factor in Anne's execution.

Another reason was that Henry had fallen in love with another woman called Jane Seymour. Henry was beginning to grow ~~board~~ bored of Anne and fell in love with Jane. The difference between the two was that Anne was a quite outspoken woman ~~who~~ who wanted to have a voice in a say in the affairs of the king, which Henry did not like as he felt that his wife should be more submissive. Jane by contrast was a more submissive woman to become queen as she wasn't as well educated and was more submissive as a wife. ~~this was an~~ Jane Seymour was another important reason as it gave Henry the incentive he needed to find ways of getting rid of Anne. This was a result of Henry Anne failing to give Henry the heir he needed. Jane Seymour was also a lot younger

then Anne allowing for Henry to be able to produce an heir.

The final reason ~~why~~ that Anne was executed was due to her failure to produce an heir. Shortly after Henry and Anne got married Anne gave birth to Elizabeth, later Elizabeth I, ~~then~~ and after a lot of other attempts to give birth Elizabeth was still the only living child of Henry and Anne. Henry was ~~extremely~~ angry at this as the primary reason for him marrying Anne in the first place was because of the fact that Catherine couldn't do the same ~~this was~~. However this reason wasn't the main reason for her being executed as Henry could of just ~~applied~~ annulled her just like he had to Catherine before the work of Cromwell was vital to her being executed as it lead to the evidence needed.

In ~~the~~ conclusion Anne Boleyn's failure to give Henry an heir was an important reason but it wasn't the most as ~~pothetically~~ Henry falling in love with Jane Seymour and the work done by Cromwell were the more important in influencing Henry's decision.

Examiner comment: This response is analytical and consistently focused on the question. It demonstrates a coherent line of reasoning, sustained throughout. It therefore scores in L4 for AO2. Strong, detailed subject knowledge is demonstrated throughout, scoring comfortably in L4 for AO1.

There is judgement throughout, using criteria: the end of the first point of content is a particularly good example.

Examiner tip: Make sure that you focus on the full demands of the question throughout – this response occasionally strays to consider Anne's downfall rather than relating events specifically to her execution.

Conclusion

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.
- Use your time wisely – don't write too much for Question 1a or include an introduction or conclusion for Question 1b. Use the time saved to make a short plan for your response to 1c, where planning and organisation is most likely to improve your mark.
- Demonstrate depth of knowledge by including two or three pieces of evidence in each paragraph, where possible.
- Make clever use of connectives to introduce a sense of debate among the points you make in your essay – 'Alternatively...On the other hand' rather than, 'Another reason...Another reason.'
- 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. Analysing material as short-term/long-term goes well with causation and consequence questions, for example, while change and significance questions lend themselves particularly well to considering different groups of people or the nature of the change/impact.