

SOURCE 1

It has been determined in Parliament that the monasteries not worth more than £200 annual rent shall be suppressed, by which the King will greatly increase his revenue. He has also proposed to Parliament a law that every one shall be bound to give offerings, to be collected by men deputed by the King, in order therewith to feed the poor. The King has also determined that only parish priests should hear confessions. These are to be ordered not to absolve any one who does not hold the Pope for Antichrist, and the King for head of the Church.

From a letter by the Spanish ambassador, Chapuys, to Emperor Charles V, 18 March 1536

SOURCE 2

Manifest sin, vicious, carnal and abominable living is being daily used and committed among the small abbeys, priories and other religious houses. The governors of such religious houses spoil, destroy, consume and utterly waste their properties to the high displeasure of almighty God. And although many continual visitations have been made for an honest and charitable reformation, yet their vicious living shamelessly increases, so that unless such small houses are utterly suppressed there can be no reform of these matters.

From the Act of 1536 dissolving monasteries with an income of less than £200 a year

SOURCE 3

The said Aske says that he opposed the suppression of the monasteries because the abbeys in the North gave great alms to poor men and laudably served God. And by the suppression the service of God is greatly diminished. The church of God is damaged and pulled down, the ornaments and relics of the church are irreverently treated, and tombs of honourable and noble men pulled down and sold. There is no hospitality now kept in those parts, nor places for travellers to stay, and the profits of the abbeys now go out of the area to the King.

From the Deposition of Robert Aske, leader of the Pilgrimage of Grace, in 1536. His statements were taken before his execution in 1537

SOURCE 4

With the rise of Anne, there was a rival for the King's affections which Wolsey could do little to overcome. By 1527, Anne Boleyn clearly had Henry under her influence and she knew how to exploit this. Anne's rise saw the revival of factional politics, as gentlemen lined up in support of either Anne or the Cardinal. As events between 1527 and 1529 unfolded, she and her supporters were quick to blame Wolsey for every setback. As the divorce campaign started to fail, they united with the dukes of Norfolk and Suffolk. Together they worked on Henry's anger about the failure of the divorce to get Wolsey dismissed.

From D. Murphy, A. Keen, M. Tillbrook and P. Walsh-Atkins, England 1485–1603, published 1999

SOURCE 5

Wolsey became so proud that he considered himself the equal of kings. His arrogance and ambition roused the hatred of the whole people, and his hostility towards both nobles and common folk created great irritation. His offensiveness was truly extreme, because he claimed he could undertake, by himself, almost all public duties.

From Polydore Vergil's History of England, published in 1534, after Wolsey's fall. In 1515, Vergil had been critical of Henry VIII and Wolsey and was briefly imprisoned on Wolsey's orders

SOURCE 6

Wolsey was never as all-powerful as his critics chose to believe, and after 1525 the King's confidence in him became increasingly uncertain. He had increased the authority of central government, but he did not fall from power because of any aristocratic reaction. He fell from power because of his failure to secure an annulment of Henry's first marriage, and the fiasco over the Amicable Grant. This had initially weakened the King's trust in him and left him exposed to his numerous enemies.

From David Loades, Henry VIII: Court, Church and Conflict, published 2007

Edexcel – AS GCE Unit 2: British History Depth Studies Option A	A1 Henry VIII: Authority, Nation and Religion, 1509–40	Question (a)
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Examiner's Specific Advice

Question (a) requires you to use more than one source, in order to cross-reference to make a judgement. Cross-referencing questions like this tend to ask 'how far' sources agree. This means that there will be some agreement and some disagreement, and good answers will consider both. You need to look for points of agreement *and* disagreement, but this does not mean simply matching statements. You need to interpret the evidence before you can say whether the sources agree, and it is worth remembering that evidence can sometimes be interpreted in different ways.

In addition, you need to use the three sources together, not treat them separately. The easiest way to organise this is to analyse each source (break it down into separate points) and then consider which points from all three sources show agreement, disagreement or simply just difference. You need to read, analyse, interpret, compare the evidence and then make your judgement – and you need to do this *before* you start to write your answer, so that you can plan it properly.

When looking at the attributes of the sources, such as their provenance or nature, remember that the question isn't asking you to assess the reliability or usefulness of the sources. However, to reach the higher levels you need to consider these attributes and how they impact upon the evidence given. Often this will be in explaining why the evidence agrees or disagrees.

In coming to a judgement about 'how far', you also need to take into account how much weight can be placed on the evidence of support or challenge, by taking into account the attributes.

Exemplar Question

(a) Study Sources 1, 2 and 3.

How far do these sources suggest that the dissolution of the smaller monasteries in 1536 meant that Henry gained while others lost?

Explain your answer, using the evidence of Sources 1, 2 and 3.

(20 marks)

Examiner's Exemplar Answer 1

At first sight, Source 1 most strongly indicates that Henry benefited, with Chapuys advising Charles V that the King's revenue will 'greatly increase' (1) as a result of the dissolution. Aske agrees with this in Source 3, indicating that since the closure the King gains the 'profits of the abbeys' (2). As such, both 1 and 3 suggest that, in a financial sense, Henry certainly stood to benefit as the proceeds from the dissolution were directed to the treasury. However, they differ in that Source 3 emphasises this came at the cost of society, in particular highlighting the service these monasteries had performed in giving 'great alms to poor men', whereas Chapuys seems to suggest that the resulting loss was to be made up for by the proposal for the law aimed at collecting funds to feed the poor (3). In this sense, whilst Aske suggests Henry gained and the poor suffered, Chapuys indicates Henry gained and taxpayers lost (4).

Source 2 has little to say directly as regards financial loss or gain that relates to this, focusing more on matters of morality; it does, however, accuse the monasteries of having 'utterly waste[d] their property', suggesting that whilst the suppression will indeed pass their property to the King as indicated by Source 1 and 3, it is of limited loss to those the monasteries were supposed to serve (5).

As stated, Source 2 predominantly concentrates upon matters of spirituality and morality (6). Over these, its evidence again suggests that the suppression was not to the detriment of society, more in fact that the reform of this will benefit as the 'manifest sin' will be ended, preventing the 'high displeasure of almighty God' (7) and any further increase in their 'living shamelessly'. In clearly justifying the closure of these monasteries, the Act suggests that such corruption was widespread amongst the smaller monasteries, therefore implying it is in the interest of the religious health of the nation that they are closed. This is as would be expected from the government seeking to make the reforms (8). In strong contrast, Aske in Source 3 states how a great spiritual loss has resulted within a year of the closures. The contrast of these would be expected; Aske's Pilgrimage saw itself as a crusade to restore in particular the spiritual loss resulting from Henry's suppression, as well as the economic suffering. Aske therefore seeks to highlight the problems this has caused (9). In contrast, the Act of Dissolution seeks to justify the closures whilst playing down the benefits Henry stood to gain. Although neither claims to be referring to all the monasteries, with Aske in particular focused on the north, they clearly contradict each other. Source 1, focusing less on spiritual matters, indicates a midway between these. Mention of only parish priests being able to hear confessions suggests services previously performed by the monasteries

(1) The response begins with a clear focus on the issue in the question, supporting its point about the 'position' of Source 1. The opening phrase, 'At first sight', also suggests the student knows that sources work on different levels.

(2) This offers a clear cross-reference between Sources 1 and 3 that is developed and focused.

(3) The point is further developed to explore where the sources disagree – so the answer is beginning to consider 'how far'.

(4) The answer is offering a provisional judgement about how far these two sources support the view in the question.

(5) The other source is brought in. Inferential skills are applied, with an indication of where Source 2 fits in relation to the others.

(6) The response highlights that this is about loss of a different nature.

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

are still to be given, although these are to be controlled by Henry's government. Thus whilst there may not be a loss in one sense, the subjects of England are forced to accept a Church under Henry's authority – his gain (10).

Thus overall the sources do tend to suggest Henry gained, both financially and in terms of further authority over the Church. Sources 1 and 3 both emphasise the monetary gain, whilst the Source from Henry's perspective, Source 2, omits this but cannot deny it as being a consequence of the suppression. However, the extent to which others lost is more debatable, with Sources 2 and 3 at odds over this (11). Ultimately the suggestion in Source 1 may provide the strongest evidence. Chapuys, no supporter of the King or his reforms, offers a matter-of-fact report to the Emperor that indicates Henry's gains did cost society, but measures to alleviate these losses were taken (12).

Examiner's Assessment

This answer reaches Level 4 as it is clearly focused on the issue in the question, using all three sources carefully. The sources are cross-referenced in detail and the attributes of the sources have been taken into account. The final paragraph offers a judgement that builds upon the analysis within the rest of the answer.

(7) A developed explanation with focus on the issue in the question.

(8) Here the student applies provenance. The attributes of the source are considered and used to reason why Source 2 takes the view it does.

(9) Attribution is again well focused. Rather than comment generally, such as on reliability, the student focuses this carefully on how it relates to the question.

(10) Here the response offers a developed analysis which follows from careful cross-referencing. All three sources are related together.

(11) The student reaches a judgement that clearly relates to the question and follows from the analysis and cross-referencing of all three sources.

(12) The judgement gives 'weight' to the sources – the source attributes have been applied to specifically consider what the question asks and the evidence the source gives.

Examiner's Exemplar Answer 2

Source 1 shows that Henry benefited, as Chapuys is writing to Charles V to advise him that the King's revenue will 'greatly increase' as a result of the dissolution. Aske agrees with this in Source 3, indicating that since the closure the King gains the 'profits of the abbeys'. Both 1 and 3 suggest that Henry certainly stood to benefit in a financial sense, as the proceeds from the dissolution were directed to the treasury. However, Source 3 says this was at the cost of society, as the service of these monasteries gave 'great alms to poor men', whereas Chapuys suggests this was made up for by the law collecting funds to feed the poor (13).

Source 2 shows how society gained in matters of spirituality and morality, showing how the reforms will benefit as the 'manifest sin' will be ended, preventing the 'high displeasure of almighty God' and any further increase in their 'living shamelessly' (14). The Act suggests that such corruption was widespread amongst the smaller monasteries, so it is in the interest of the religious health of the nation that they are closed. In contrast, Aske in Source 3 states how a great spiritual loss has resulted within a year of the closures. The difference would be expected; Aske led the Pilgrimage of Grace and so he is complaining about the spiritual loss resulting from Henry's suppression, as well as the economic suffering, so he emphasises the problems this has caused (15). However, Aske is talking about the monasteries in the north.

Source 1, focusing less on spiritual matters, mentions how after the dissolution only parish priests are able to hear confessions. This suggests that services previously performed by the monasteries are still to be given, although after the dissolution these are to be controlled by Henry's government. So the people of England don't lose as far as confessions and other religious services go, but now they have to hear it from a Church that is under Henry's control. Chapuys works for Charles V and so he supported the Pope and so would be against the closures (16). This links with Source 3, as Aske is worrying the dissolution will cost the people in the eyes of God, although Aske is more outspoken as he is about to be executed anyway (17).

The sources do show that Henry gained, both financially and in terms of further authority over the Church, along with the Act of Supremacy that he had passed in 1534 that declared Henry VIII the Supreme Head of the Church of England (18). After this, it was easy for Henry to close down the monasteries, starting with the smaller ones. Sources 1 and 3 both claim that it was Henry who stood to gain the most from the closures. Source 2 is the source that tries to show how it was the people of England as a whole who stood to gain the

(13) The student gives a clear and developed cross-reference that shows how the two sources agree and disagree.

(14) Here the response introduces the other source, explaining how it relates to the issue in the question.

(15) The student uses two skills here, offering a direct cross-reference between two sources, and applying the attributes of the source to explain these differences.

(16) Here the response tries to consider the attribution of the source. However, this is not fully developed or focused on the question.

(17) A similarity is highlighted, although the opportunity to cross-reference the sources is not fully developed.

(18) The student adds in own knowledge. However, this is not being used to give context to a source, and so doesn't add to the answer.

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

most, (19) although this is not totally reliable as the Act was written by the government (20).

Examiner’s Assessment

The answer does reach Level 3, as sources are cross-referenced with a focus on the question. Comparisons are developed using the evidence from the sources. The answer attempts to consider the attribution of the sources with some success in going beyond face value. However, at times this is not fully developed. If some of these points were taken further and focused more carefully on the specific issues from the question, these could be used to reach an overall judgement with reasoning. As it is, the answer merits 13 marks, a mid Level 3.

(19) Some attempt at judgement on ‘how far’, although this hasn’t been fully explored, either here or in the main body of the answer.

(20) Attempts to consider attribution, but this is not developed in a way that adds to the answer.

Edexcel – AS GCE Unit 2: British History Depth Studies Option A	A1 Henry VIII: Authority, Nation and Religion, 1509–40	Mark Scheme for Question (a)
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(a) How far do these sources suggest that the dissolution of the smaller monasteries in 1536 meant that Henry gained while others lost?

(20 marks)

Target: AO2a (8%)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level 1	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–5 marks The qualities of Level 1 are securely displayed.</p>	(1–5)
Level 2	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be</p>	(6–10)

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

	<p>noted, without application of its implications to the source content.</p> <p>Low Level 2: 6–7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8–10 marks The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11–12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13–15 marks The qualities of Level 3 are securely displayed.</p>	(11–15)
Level 4	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight their content will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16–17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18–20 marks The qualities of Level 4 are securely displayed.</p>	(16–20)

Edexcel – AS GCE Unit 2: British History Depth Studies Option A	A1 Henry VIII: Authority, Nation and Religion, 1509–40	QUESTION (b)
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Examiner's Specific Advice

The questions on part (b) will always expect you to consider two sides of an argument and so will contain a phrase such as 'do you agree?' The best answers to any essay question like this are those that look at both sides and treat the question as 'how far do you agree?' You therefore need to approach your response on a point by point basis, making sure all of these are clearly focused and either support or oppose the claim to some extent, finally offering a balanced conclusion.

You also have to remember that a significant proportion of the marks available are for use of the sources (16 marks). Points should be supported by evidence drawn from the sources specified in the question, and linked with information from your wider knowledge. The best way to be sure of using both is to link them together – therefore you must include this in your planning – and you *must* plan any essay that you do. Stronger answers will appreciate that the sources themselves usually give a view on the claim in the question, and will use the candidate's own knowledge and the other sources to help analyse the view.

A useful way to start is by reading through the sources with the question firmly in mind, making a list of points for and against the claim. Then add information that you can recall to support each point further. Just a word in your plan will help to remind you. You can also use your own knowledge to challenge points and move your argument on. An introduction isn't essential, but a focused one which considers the points you will cover is useful for giving your essay focus. When you start to write, make sure that you directly refer to your sources when writing (state which one your points come from) – this is especially important if you are drawing out inferences from your sources.

Exemplar Question

(b) Use Sources 4, 5 and 6 and your own knowledge.

Do you agree with the view that the fall of Wolsey came about due to the actions of Anne Boleyn?

Explain your answer, using Sources 4, 5 and 6 and your own knowledge.

(40 marks)

Examiner's Exemplar Answer 1

No explanation for Wolsey's dismissal as Lord Chancellor and fall from grace can ignore the role

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

played by Anne. Source 4 takes the view that Anne played a crucial role in the fall of Wolsey, alongside and central to factional intrigue (1). This can be related to the argument in Source 6; Wolsey's failures meant he fell from the King's confidence and so was open to the actions of his enemies, including the faction centred around the Boleyns. Vergil in Source 5 emphasises more weaknesses within Wolsey's own character which aroused hatred, although these can again be reconciled with the role of Anne to some degree as they left Wolsey vulnerable to attack (2).

Source 4 rightly emphasises the role of Anne. From 1527, once Henry's intentions to divorce Catherine were made explicit, Anne clearly had a direct and personal influence on Henry that had previously only been the privilege of Wolsey himself. Whilst at this time Anne appeared to have little against Wolsey, her family sympathy for reformers such as Cranmer certainly did not endear her greatly to the Cardinal, whilst her connections with Norfolk made enmity between Anne and Wolsey likely (3). Although Vergil's personal views may colour his writing in Source 5, he is correct in pointing out that Wolsey 'roused hatred', certainly amongst elements of the nobility if not the common people as a whole. In this climate the scenario outlined by Murphy et al. in Source 4 seems valid; the influence of Anne from 1527 onwards was unlikely to benefit Wolsey. However, the crucial aspect of Source 4 is the reference to developing events and how the Cardinal was blamed for every setback (4). In this manner, although Anne was crucial as she had both the position to bring about Wolsey's downfall and clear reasons why she may oppose him, these were not acted upon until it was clear his efforts to secure a divorce had failed. In 1527, both Henry and Anne still felt Wolsey's position as papal legate offered the best hope of securing the divorce. Therefore, Anne's actions must be seen in the context of events after the initial failure to secure an annulment in England in 1527 (5).

The importance of Wolsey's failure to deliver and meet Henry's desires is highlighted by Sources 4 and 6. Both emphasise the divorce from Catherine, in particular Source 4 (6). This is clearly a valid explanation of Wolsey's fall, both in terms of coincidental timing and the importance of the issue to Henry. As proceedings continued through 1528 with little progress, it was increasingly perceived by Anne and her supporters that Wolsey was the

(1) Identifies clearly that the source is a representation which offers a view on the specific issue debated in the question.

(2) Further identifies the views in the other sources, relating these well to the debate.

(3) The student shapes the answer around factors, this being the one stated in the question. It integrates the evidence from the source with contextual own knowledge in offering an explanatory analysis of this factor.

(4) Analysis and judgement on the view in Source 4 and the issue that is under debate.

(5) Own knowledge is used to develop an analysis towards reaching a clear judgement that links factors together.

(6) The answer is structured around factors. Here it links to two sources and begins to highlight the views they take as representations.

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

source of the delay. Although this was a somewhat unfair portrayal, as Henry and Wolsey together sought to persuade Campeggio of their case, what was important was how this was viewed at court. Wolsey was increasingly the scapegoat, as Anne's frustration combined with the long-established dislike that the dukes of Norfolk and Suffolk had for the Cardinal. Source 4 is correct to highlight how this united with Henry's own personal anger over the failure of the divorce. By the summer of 1529 the enemies of Wolsey had daily contact with the king, and, as the divorce hearings were adjourned in July 1529, it was clear that blame for failure in this was placed squarely with Wolsey (7).

Whilst as Source 6 highlights other failures, such as the Amicable Grant fiasco of 1525, these were not on their own enough to bring down the Cardinal (8). Henry may have disassociated himself from the failure of the Grant and Wolsey's political enemies may have sensed a crack in the relations between Henry and his closest advisor. However, at the time Wolsey's overall position was secure. Loades is correct to emphasise the consequences these failures had, as the King lost confidence in Wolsey. In a sense a consequence of the Amicable Grant failure, the obvious failure of Wolsey's diplomatic approach to foreign policy, with the Peace of Cambrai being signed by France, Spain and the Papacy in August 1529, sidelined Wolsey and sealed the fate the hopes of an annulment. However, the greater emphasis Source 4 places on the efforts made by Wolsey's enemies to undermine his position is more convincing than Source 6 (9).

As seen, factions clearly worked against Wolsey in bringing about his downfall. All three sources highlight hatred in different ways. However, it is not as clear cut as Source 5 suggests that Wolsey aroused universal hatred. Vergil's prior imprisonment means he exaggerates, but he is right in saying Wolsey's ambition and claims to undertake 'almost all public duties' meant he was disliked by the nobility (10). However, it was attempting to do the king's bidding that ostracised Wolsey further as the followers of Catherine as well as the Boleyns and noble representatives all moved against him. The common ground between these groups though, as Source 6 highlights, was arrived at because of the failures. Although Wolsey had bolstered his support in the Privy Chamber with appointments such as Richard Pace, opposing factions were by 1529 strong enough to see his

(7) The answer gives a clear judgement on the view in the source and the question. This is confidently developed from the analysis before and well-selected own knowledge.

(8) The student suggests how certain factors are less important, giving a provisional judgement of the view in Source 6.

(9) Well-developed analysis, exploring a given view with integrated own knowledge. Reaches a judgement on the relative strength of the representations that is focused specifically on the question.

(10) Explicit analysis of the contemporary source. The student makes sure this stays focused within the boundaries of the question.

end.

Therefore, whilst the role Anne's actions played in the downfall of the Cardinal is significant, this must be seen in conjunction with other factors. Of those who expressed displeasure with the Cardinal, she was clearly closest to Henry's ear. However, she was by no means the first or the most highly motivated against Wolsey. However, as Source 4 indicates, as the divorce campaign stalled then failed, Anne was increasingly at the heart of a move against Wolsey, to which he was susceptible as Henry's favour waned and the noble factions took the opportunity to act against the Cardinal (11).

Examiner's Assessment

This answer achieves Level 4 on both parts of the mark scheme. As far as AO1 (AO1a and AO1b) is concerned, the analysis is well focused on the question, considering the given factor (Anne's role) and other factors. Crucially, the answer analyses how the factors work in conjunction with each other. Specific and accurate own knowledge is displayed; more importantly, this is well selected, with relevance and confident integration with source evidence, within a focused answer. As for AO2b, the answer clearly appreciates that the sources take a view on the claim in the question. The arguments are identified and analysed. Whilst answers will be found that make heavier use of the sources, the evidence is used with discrimination. The sources are analysed with a focus on the question, without any sidetracking, such as generalised comments on the reliability of a secondary source because the 'historian wasn't there'.

Examiner's Exemplar Answer 2

Anne clearly played a role in Wolsey's dismissal as Lord Chancellor and fall from grace. By 1525, she was an increasingly important figure at court. From this time to 1529, she was able to influence Henry's view. She was never keen on Wolsey since he stopped her earlier relationship with Henry Percy. However, in order to assess if she was the most important reason, other causes need to be looked at, like his failure to gain the divorce and the role of his other enemies (12).

(11) The response reaches a clear and reasoned overall judgement. This follows from the discussion and analysis within the main body of the answer. The judgement relates very clearly to the claim in both the question and the view of the representation in Source 4.

(12) The answer shows an appreciation of the focus of the question, explaining the given claim in the question and referring to two other factors.

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

Source 4 mainly explains how Anne played a role in Wolsey's loss of power, linking this to the divorce case and factional politics. The source explains how Anne 'was a rival for the King's affections' who 'had Henry under her influence and knew how to exploit this'. Anne had a direct and personal influence on Henry that had previously only been the privilege of Wolsey himself. The influence of Anne from 1527 onwards was unlikely to benefit Wolsey. Her previous dealings with him had meant she was banned from court and forbidden by Wolsey to see Percy again. Also, her family were friends with reformers like Cranmer, so it is possible she suggested ideas to Henry that Wolsey as Cardinal would have been against. Source 4 suggests that Anne's supporters blamed Wolsey for every setback. Anne refused to sleep with Henry until the marriage could take place, so until the divorce had been arranged Anne's position was always temporary (13).

The failure to gain an annulment of the marriage can be seen as an important reason why Wolsey fell out of favour (14). Source 4 shows that this is closely linked to Anne's role. The divorce was central to Anne's own wishes, and her presence at Court was a constant reminder that this matter was not settled. Henry clearly fell for Anne, but was also keen to produce a male heir. Without the divorce case settled in his favour, Henry's desires would not be settled. So Anne was crucial as she had both the position to bring about Wolsey's downfall and clear reasons why she may oppose him. As Source 4 says, these were not acted upon until it was clear his efforts to secure a divorce had failed. Henry was angry about the failure to gain a divorce, but at first he did not blame Wolsey, who had always delivered for him. However, as the case delayed and then failed, it was easy to see how other people could convince Henry that Wolsey was to blame as Source 6 suggests, particularly as his position as Cardinal meant he could be portrayed as the Pope's agent, refusing to grant the divorce (15).

In Source 5, Vergil shows how Wolsey was always an unpopular character with many people in England. Vergil describes how Wolsey 'considered himself the equal of kings' and that his 'hostility towards both nobles and common folk created great irritation'. Vergil is not totally reliable as he was imprisoned by Wolsey before when he was critical of him, so writing after Wolsey had died he is

(13) Focuses on the given factor, explaining how Source 4 gives evidence of this. Although this brings in own knowledge, with some analysis, this is not fully directed back to the question. It does hint at understanding Source 4 is a representation, with a view on the question, although again this is not fully developed.

(14) Structured around the question, looking at another factor.

(15) Develops an analysis that is focused on the question. The response integrates own knowledge with Sources 4 and 6 and indicates the views of the sources, but this is not fully explored.

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

unlikely to hold back and be complimentary about him (16). Wolsey had risen from being a butcher's son to being the most important person in the kingdom other than Henry. By the 1520s Wolsey was Archbishop of York, Lord Chancellor and Cardinal, positions that gave him enormous power and wealth. Wolsey had done much of the running of the country when Henry's fancies had been elsewhere. This created jealousy amongst the nobles (17).

All three sources highlight the factions that hated Wolsey in different ways. Source 5 hints at the reasons why people at court didn't like Wolsey, because he became too powerful, and so many of them would have been happy to see him fall. Source 4 names the Dukes of Norfolk and Suffolk; these are the nobles who Vergil is referring to. They saw Wolsey as an upstart because of his low birth and resented how close he was to Henry. Given the chance when Wolsey started to fail, they took advantage. Source 6 shows how the weaknesses and failures like the divorce case left Wolsey 'exposed to his numerous enemies' (18).

Whilst Source 6 highlights other failures, such as the Amicable Grant fiasco of 1525, these were not on their own enough to bring down the Cardinal. Henry was unhappy over the failure of the grant, but it wasn't Wolsey's fault that people were unwilling to pay extra taxes. Wolsey had been successful in working on Henry's foreign policy up to the Amicable Grant. Wolsey had become popular with the King way back in 1512 when he had helped organise his campaign in France and was crucial in his victory over the Scots in 1523, so Henry did not blame him for just one setback (19).

Anne was clearly important in Henry's decision to put an end to Wolsey's power. She grew closer to Henry as Wolsey grew apart from him. When the divorce failed, Anne and the nobles who had always hated him had enough influence to persuade Henry that Wolsey's time as favourite was over (20). As Source 6 shows, for some of these it was out of long-standing hatred, for others it was because the divorce case had failed.

(16) Explains the view of Source 5 and attempts to offer an analysis of this, although this isn't fully directed towards the question.

(17) The student brings in own knowledge. However, while this is potentially relevant, it isn't fully on the question.

(18) Links all three sources and demonstrates understanding of their different views. Potentially very good, although the points are not developed fully, with analysis and judgement on these views.

(19) Explains a reason with some analysis. The answer brings in specific own knowledge and does link this to the source. However, it only implicitly links this to the question, rather than fully focusing this back to give a judgement on why Wolsey fell.

(20) The answer reaches a judgement with some explanation. There are some links to other reasons, but it is not fully reasoned.

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

Examiner’s Assessment

The answer attempts analysis, showing understanding that the focus of the question requires an assessment of different factors. It does stray at times, although mainly material is relevant, making use of both own knowledge and the evidence from the sources. Points are not always fully developed, however. Therefore it receives a mid Level 3 for AO1. The answer does recognise the views of the sources, although any analysis of this is not explicitly developed. There is some integration of the source evidence with own knowledge. The answer therefore gets a low Level 3 for AO2b.

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option A</p>	<p>A1 Henry VIII: Authority, Nation and Religion, 1509–40</p>	<p>Mark Scheme for Question (b)</p>
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(b) Do you agree with the view that the fall of Wolsey came about due to the actions of Anne Boleyn?

(40 marks)

Target: AO1a and AO1b (10%) (24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

Target: AO2b (7%) (16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

AO1a and AO1b (24 marks)

<p>Level 1</p>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><i>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p>	<p>(1–6)</p>
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Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

	<p>Mid Level 1: 3–4 marks As per descriptor.</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p>	
Level 2	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><i>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9–10 marks As per descriptor.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p>	(7–12)
Level 3	<p>Candidates' answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><i>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</i></p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15–16 marks As per descriptor.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p>	(13–18)

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

Level 4	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><i>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</i></p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21–22 marks As per descriptor.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p>	(19–24)
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A02b (16 marks)

Level 1	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–4 marks The qualities of Level 1 are securely displayed.</p>	(1–4)
Level 2	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question, the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5–6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7–8 marks The qualities of Level 2 are securely displayed.</p>	(5–8)

Access to History Online Edexcel Unit 2 – A1 Henry VIII: Authority, Nation and Religion, 1509–40

Level 3	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9–10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11–12 marks The qualities of Level 3 are securely displayed.</p>	(9–12)
Level 4	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13–14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15–16 marks The qualities of Level 4 are securely displayed.</p>	(13–16)

Edexcel – AS GCE Unit 2: British History Depth Studies Option A	A1 Henry VIII: Authority, Nation and Religion, 1509–40	Chronology
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Chronology: Key Events in *Henry VIII: Authority, Nation and Religion, 1509–40*

Year	Event
1509	Henry VIII and Katherine of Aragon are married
	Accession of King Henry VIII to the English throne
1513	Tournai surrenders to the English
1515	Thomas Wolsey is appointed Lord Chancellor of England
1517	Martin Luther begins the Protestant Reformation
1520	Field of the Cloth of Gold - Henry VIII meets King Francois I of France. However, he fails to gain his support against the Holy Roman Emperor, Charles V
1521	Henry VIII receives the title 'Defender of the Faith' from Pope Leo X
1525	Henry VIII has a brief affair with Mary Boleyn
1528	Henry VIII joins an alliance with Francis I and Clement VII against Charles V
1529	Henry VIII dismisses Lord Chancellor Thomas Wolsey after his failure to obtain the Pope's agreement to his divorce from Catherine of Aragon
1532	Anne Boleyn becomes pregnant
	Parliament's 'Supplication against the Ordinances' is drawn up by the House of Commons
1533	Henry secretly marries Anne Boleyn in January; the marriage between Henry and Katherine is later annulled in April by Cranmer
	Act in Restraint of Appeals introduced
1534	The Act of Supremacy is introduced
1535	John Fisher and Thomas More are executed
1536	The start of the dissolution of the smaller monasteries
	Thomas Cromwell is given authority over the Church
1538	The English translation of the Bible is published
1539	The Act of Six Articles is issued, restoring certain Catholic aspects of faith

Teaching Activities

Question (a)

This is a six-stage activity.

1. Students work together in pairs to write a 50-100 word summary, which should be 'neutral' and factual, of an event or issue. They can choose any event or issue from any part of the course, such as the Field of the Cloth of Gold or the culmination of the divorce crisis in 1529.
2. Individual students then consider the event from the point of view of a contemporary. This should be arranged so that students take the roles of people who would be expected to take different views on the event, such as on the actions of those involved. For example, if the event was the divorce crisis, one student may take on the role of George Cavendish, who would be expected to defend the role and actions of Wolsey, whereas the second may take the role of Norfolk or one of Anne's retinue.
3. Each student then rewrites the original statement in roughly the same number of words, attempting to colour this according to the view of their character. Students should consider which aspects of the original account would stay close to the original, which would vary, and to what degree.
4. Students could then meet back with each other to discuss the areas of agreement and disagreement, and to consider the extent of this, referring back to the original account.
5. A debrief, for example by means of a brief presentation to the wider class, would facilitate a discussion of where, why and how far the sources came to arrive at such view.
6. An alternative would be to structure role play around characters from either one event or a series of issues, which could reinforce how source attribution relates to the views given by evidence and serve as a way of revising or reviewing topics.