



Examiners' Report

June 2018

GCSE History 1HI0 22

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The Period Study focuses on an understanding of the unfolding narrative of a time period. In this first GCSE History (9-1) examination most candidates seemed well prepared for the question styles on British America, 1713-83: empire and revolution. Most candidates attempted the required three questions, although it would appear that some candidates answered Section B first. Whilst this is perfectly acceptable it should be noted this has could have implications on timing and unfinished questions, perhaps explaining the number of blank responses for question 2.

Question 1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. Very few candidates failed to attempt question 1 which is deliberately designed to be accessible to the entire ability range, however some provided more detail than was necessary, leaving less time to address higher tariff questions.

Question 2 is a new style of question which focuses on analytical narrative, in which candidates are expected to write an account that not only describes what happened, but to also find connections and make sense of events with an analysis of the links between events as they unfolded. The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover several years or a much shorter period. Candidates should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse, in this case the relations between colonists and Native Americans. It is clear most candidates found the new style of question challenging. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link. The quality of responses varied based primarily on depth of knowledge of the topics addressed. These stimulus points serve a different purpose to those on other questions: they will be useful reminders to candidates of sign posts along the narrative and not things they need to develop. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete points in the narrative being covered, although this does not mean candidates need to identify three different events. This question appeared to be the most common answer left blank, perhaps due to timing.

For question 3 candidates were required to analyse the importance of an event/person/development. The question focuses on what difference the

event/person/development made in relation to situations and unfolding developments. For example, in the third choice on this question, candidates are not being asked to comment generally on the importance of the Stamp Act, but to consider its importance *for relations between Britain and America*. They had to answer two topics out of selection of three. It is clear many candidates had been prepared for the importance styles questions. Responses ranged from impressive analysis focused on the appropriate second-order concept (AO2), which were supported with accurate, relevant and good knowledge (AO1), to those from candidates that offered simple comment with limited knowledge for support.

All the Period Study examination questions use a Level of response mark scheme. Progression in AO1 is shown by the candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from simple or generalised comments to analytical explanations which show a line of reasoning which is coherent, logical and sustained. Centres are 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.

Sufficient space is provided in the exam papers for all questions to be answered in full and although some candidates did write on extra sheets they were not always as successful as those who produced more concise answers. It is of vital importance that candidates do not continue answers from one question in the space reserved for another and, if they wish to write more than the booklet allows, they should clearly identify this on the paper and ask for additional sheets.

Question 1

In question 1, candidates were asked to provide two valid consequences of the War of Independence for Native Americans. There are 4 marks available for each consequence, which needs to explain a consequence (AO2) supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order of concept of consequence, although a disappointing number confused Native Americans with colonists and subsequently the relationship between the British and the Native Americans. There was also a tendency by some candidates to give generalisations for a consequence, such as the Native Americans were 'hated by colonists' without any further elaboration. Some candidates merely rephrased the same consequence and as such were only awarded for one of them. A limited number of candidates left the question blank.

SECTION A: British America, 1713-83: empire and revolution

Answer ALL Questions in this section.

- 1** Explain **two** consequences of the War of Independence for Native Americans.

Consequence 1:

One consequence of the War of Independence for Native Americans is that it left problems over the control of the Plains and who had the rights to it.

Consequence 2:

Another consequence is it led to trade deals being broken and the Nations losing out on things they needed.

Examiner comment: For consequence 1 the candidate has made a simple comment about a consequence in the form of it left problems over control with generalised information on the topic with reference to the Plains. For consequence 2 the candidate only makes a simple comment for a consequence with trade deals being broken, but with no supporting knowledge. Therefore the response is high Level 1 for consequence 1 and low Level 1 for consequence 2.

Examiner tip: Candidates should ensure they provide two different consequences.

SECTION A: British America, 1713–83: empire and revolution

Answer ALL Questions in this section.

1 Explain **two** consequences of the War of Independence for Native Americans.

Consequence 1:

Many native Americans lost their land to the newly independent colonists. Having the Treaty of Paris, that helped end the war, made very little recognition of the Natives and their rights, so once the war was over, people cared very little about the Natives and would often take Native land for their themselves, causing the Natives to lose their land.

Consequence 2:

Native American tribes, such as the Iroquois, split. This was mainly due to the divisions between tribes during the war, with some fighting for the British and others fighting for the colonists. This conflict hindered many relations in the tribes, and caused many to split and go elsewhere.



Examiner comment: The candidate has provided two clear consequences, with loss their land and the tribes splitting, both of which have been explained with reference to specific features of the period such as The Treaty of Paris

and the fact some Native Americans fought for the British. Therefore the candidate gained full marks for both consequences.

Examiner tip: Candidates should avoid writing overly detailed responses, taking note of the space provided.

Question 2

This new style of question was not generally approached in an appropriate manner by the candidates who attempted it. The overall structure of demonstrating a beginning, development and end was clearly demonstrated by candidates who attained Level 3. It was clear that candidates had been taught to use language which demonstrated analysis of links, for example 'consequently', 'which resulted in', which was apparent even if they had more limited knowledge. Many candidates wrote several discrete, and often detailed, explanatory paragraphs about separate events, developments and key individuals rather than writing a coherent analysis linking the events and developments to create the unfolding narrative at the focus of the question. The topic of relations between the colonists and Native Americans in the years 1763-64 resulted in a range of responses, with a good number able to establish a sequence. Most candidates were aware of the conditions of the Proclamation Act. The biggest issue was with candidates stating that Pontiac's alliance was a result of the Proclamation Act, as opposed to a causal factor. There were a small number of candidates who talked about King George's Proclamation of 1717. There were a considerable number of candidates who did not attempt this question.

2 Write a narrative account analysing the relations between the colonists and Native Americans in the years 1763-64.

You may use the following in your answer:

- Pontiac's alliance with northern tribes
- Proclamation Act, 1763

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

The relationship between the colonists and Native Americans in the years 1763-64 were ~~deteriora~~ breaking down.

The proclamation act, 1763 stated that the colonists should not take the Native Americans' land. However the colonists did not listen and this angered the Native Americans. This shows that the Native Americans were loyal to the Monarch but not the Parliament.

The Pontiac's rebellion was the Native Americans retaliating to the ~~coloni~~ colonists taking their land however British retaliation using ~~Bi~~ biological warfare by giving small pox to the Native Americans really strained the relations between the colonists and Native Americans.

~~During this At~~ Although some Native American tribes decided to remain neutral. The relations between the colonists and Native Americans

In the years 1763-64 progressively worsened.



Examiner comment: The candidate has provided a response which is not in chronological order, placing the Proclamation Act before Pontiac yet they have statements of events with some analysing links so AO2 is a low Level 2. The knowledge used to support is lacking in detail making the AO1 Level 2. Therefore overall this response is placed at mid Level 2.

Examiner tip: Candidates need to ensure they have the narrative in the correct order of events.

2 Write a narrative account analysing the relations between the colonists and Native Americans in the years 1763-64.

You may use the following in your answer:

- Pontiac's alliance with northern tribes
- Proclamation Act, 1763 - no settling w of appalation mountains

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

The relations between the colonists and the Native American have never been great.

Pontiac was a war chief of a Native American tribe, he ~~decided~~ was angry with the colonists because they were settling on ~~his~~ Native American land. In order to do something about this, Pontiac decided to form an alliance with the northern tribes in order to drive away the colonists from their land. One of the many colonists who settled on Native American land was George Washington.

Because of Pontiac's rebellion against the colonists, the British decided to create the Proclamation Act of 1763, which stated that no colonists should settle anywhere west of the Appalachian mountains, which



P 5 6 2 7 1 A 0 4 3 2

was considered Native ground. This caused the Native Americans' anger however it made the colonist angry at the British so they disobeyed the Act and still settled west of the Border line.

This led to the formation of The Paxton Boys, a group of Scots-Irish militia that joined to form a vigilante group. Their reasoning was that the government didn't do enough to restrain the Native Americans. They went around killing ~~for~~ Natives from the tribe Corastoga which had nothing to do with Pontiac's rebellion. This only worsened the relations between the Natives and colonists. The Paxton Boys then started marching to Pennsylvania, where the Corastoga fled, but were stopped by Benjamin Franklin in Germantown. They were offered an amistice if they stopped and they agreed. This did not end the tension but it did stop the killings.

Examiner Comment: The response demonstrates a narrative about the conflict showing linking of events, as demonstrated with phrases such as 'in order to do something about this' and 'decided to' resulting in the AO2 being placed in Level 3. The content goes beyond the stimulus points with details regarding the Paxton Boys providing clear knowledge and understanding, meaning AO1 is also in Level 3. Therefore overall the response is awarded a high Level 3.

Examiner tip: Candidates need to remember this is foremost a narrative, with a beginning, middle and end, rather than a set of three separate paragraphs. Show how one point in the narrative leads to the next.

Question 3

This question comprised of two 8 mark questions based on the second order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: slavery for the development of plantations; the Enlightenment for cultural development in British America; the Stamp Act (1765) for relations between Britain and America. The question on slavery was the topic most often selected, with the other two equally addressed. Candidates who addressed the importance of the factor raised in relation to development produced Level 3 responses when supported by good knowledge and understanding. This was opposed to candidates who explained the importance of the factor in general terms which normally stayed in Level 2.

In terms of the question on slavery, Level 2 responses often provided general knowledge on conditions that slaves endured rather than their impact on the development of plantations or only looked at one aspect of the impact of slavery. Candidates who attained Level 3 recognised multiple implications and were more likely to focus on the knowledge and skills the slaves brought with them and the reduction in production costs.

The question on the Enlightenment produced some very good responses at Level 3 with many candidates addressing the importance of education and the role of Benjamin Franklin. The responses which remained in Level 2 often demonstrated knowledge of things such as of the opening of libraries yet failed to explain how these led to cultural development. One misunderstanding which occurred was when some candidates talked about the Great Awakening rather than the Enlightenment.

The topic of the Stamp Act unfortunately led to some general responses such as it made the colonists unhappy, along with some detail of what the Act entailed. Better responses linked the Stamp Act to the establishment of opposition such as the Sons of Liberty and the issue of taxation without representation. There however was some confusion with candidates referring to the Sugar Act.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of slavery for the development of plantations.
- The importance of the Enlightenment for cultural developments in British America.
- The importance of the Stamp Act (1765) for relations between Britain and America.

~~The stamp act was when Britain taxed America on postage this was~~

The stamp act was when Britain taxed America on the postage of letters. The Americans did not like being taxed so they fought back. The Stamp Act angered the Americans and deteriorated their relationship.

Indicate your SECOND choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of slavery for the development of plantations.
- The importance of the Enlightenment for cultural developments in British America.
- The importance of the Stamp Act (1765) for relations between Britain and America.

Education, books, libraries were all part of the enlightenment it was educational and meant anyone could learn anything.

Examiner comment:

First response – Stamp Act –The response has no analysis, merely a general statement referring to how it angered the Americans making the AO2 a low Level 1. There is very limited knowledge demonstrated and a failure to understand the tax itself claiming it was on ‘postage of letters’, making the AO1 a low Level 1. Overall this is a low Level 1.

Second response – Enlightenment – The response consists of a simple statement, ‘anyone could learn anything’, making AO2 Level 1. There is general information about libraries and books but it is not specific enough so AO1 is Level 1. Overall this is a mid Level 1.

Examiner tip: Two well developed explanations that also have good knowledge and understanding will enable candidates to attain Level 3. It is vital to have both knowledge and understanding used to support answers.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of slavery for the development of plantations.
- The importance of the Enlightenment for cultural developments in British America.
- The importance of the Stamp Act (1765) for relations between Britain and America.

Slavery was very important for the development of plantations because the products produced (rice, sugar, tobacco) contributed to a huge part of North America and Britain's revenue.

The slaves who worked on the plantation were not paid for their labour. This was beneficial to the plantation owners as it meant they could save money + make more profit.

The slaves were also a lot and had knowledge of some crops eg. rice. The slaves ~~too~~ were also used to the hot climates and were seen as the suitable workers for the plantation. Their knowledge of crops



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Turn over ▶

helped plantations develop well and their large workforce also mean more work could be done in little time.

Slavery was really important for the development of plantation fields because without the slaves, the quantity as well as the harvest of crops wouldn't have been in so much abundance, therefore making plantation owners ~~more~~ as very rich ~~and~~ (especially in the south).

The successfulness of the use of slaves on plantation as well as the valuable profit made, expanded the plantation farms and led to development of more plantations.

Indicate your SECOND choice on this page.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of slavery for the development of plantations.
- The importance of the Enlightenment for cultural developments in British America.
- The importance of the Stamp Act (1765) for relations between Britain and America.

The stamp act was one of the key events that strained Britain's relationship with America.

The American colonist disliked the idea of paying tax on goods - especially goods made by them. Goods like paper, newspaper had to be taxed under the New Act.

The colonist saw the act as suppression of their freedom of speech because it taxed items like newspapers. They rebelled against it using arguments such as "no taxation without representation".

They also put pressure on the stamp collectors who were put in charge



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by the British and most of them resigned. The colonists tried to prove to Britain that they wouldn't accept the unfair taxation.

The Stamp Act was significant for the relations between America and Britain because after their opposition to it, a chain of events - as well as other acts such as the Intolerable acts - led to their fight for independence from ~~against~~ Britain.

In conclusion, the

The acts caused a strain in the relations between America and Britain

Examiner comment:

First response - Slavery - The response shows an attempt at analysis with line of reasoning. The candidate has raised issues of increased profit and knowledge of crops with a clear focus on plantations which makes the AO2 Level 3. Knowledge is included but not fully specific so AO1 is low Level 3. Overall the response is a mid Level 3.

Second response - Stamp Act - The response provides some explanation regarding suppression of freedom of speech but it is not fully organised and therefore the AO2 is placed in Level 2. There is accurate and relevant information, such as 'no taxation without representation', which places the AO1 in Level 3. Overall the response is a low Level 3.

Examiner tip: Candidates need to ensure that they explain the importance of events in relation to the focus asked in the question in order to reach Level 3.

Section B

Section B of paper 2 assesses the British Depth Study with candidates required to answer three questions targeted at AO1 and AO2. Candidates receive an examination paper with either the two Medieval Depth Studies or the two Tudor Depth Studies. It is the only time for the Edexcel GCSE History examination where candidates need to ensure that they answer questions on the particular option for which they have been entered. From this Summer's scripts there were very few candidates that attempted to answer questions from both Depth Studies although there were clearly a significant number of candidates that had started answering the questions on the study for which they were not entered before crossing out their work and moving to the section for which they were entered. There were also a number of candidates who had continued their Depth Study responses in the booklet under the option they hadn't studied, rather than asking for extra paper. Candidates do need to indicate clearly where their response to an item should be found if it is different to the specified section of the answer booklet.

Question 4(a) and 5(a) follows an identical format to question 1 on paper 1. Candidates need to be clear that the feature identified should be a characteristic of the topic and that having identified a feature, they should add a further detail which will explain the feature or provide context. Some candidates did not seem to understand that two marks are available for each feature – one for identifying the feature and one for additional information about the identified feature; answers which listed four features or disconnected points of separate information were limited to a maximum of two marks. There were also a number of answers which tried to use the same point as two separate features.

Questions 4(b) and 5(b) follow an identical format to the 12 mark tariff to question 4 on paper 1 and question 2 on paper 3 but with a difference in the second-order concept being assessed. On paper 1 the 12 mark tariff question focuses on the process of at least 100 years whereas on papers 2 and 3 it relates to the causes of an event, development, success, failure and so on over a shorter period of time within a Depth Study. The stimulus points do not normally include dates and are simply intended to help candidates associate what they have learned with the question being asked. Use of the stimulus points is not compulsory but it should be noted that the mark schemes do require deployment of material not prompted by the stimulus points to reach the top of Levels 2 and 3 and entry into Level 4.

On questions 4(c) and 5(c) candidates have a choice between (i) and (ii) and the questions may target any of the second-order concepts (cause, consequence, change, continuity, significance, similarity and difference). This question follows the same principles as question 5 and question 6 on paper 1 but without a requirement for SPaG to be assessed. For questions 4(c) and 5(c) the stimulus points in the question will often be useful reminders to candidates of the two sides of the issue or the chronological range covered in the question, although they will not necessarily be presented in chronological order. 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. Candidates do not need to use these stimulus points but there is an expectation that there will be both depth and breadth of knowledge, shown by three discrete aspects of the question being covered.

Many answers remained at Level 3, despite excellent knowledge, because they missed the focus of the question. Candidates who reached Level 4 realised that the topic provides the context but that there is a specific focus on which a judgement should be offered. Similarly, while it was pleasing to see how many answers were clearly structured to consider both sides of the issue, sometimes other structures may be more appropriate. Although the question asks how far the candidates agrees, the answer should also take account of the second order concept being assessed, for example, structuring the answer to look at different aspects of change and continuity or of significance. One reason that many responses remained in Level 3 was that the judgement tended to be simply a summary of the two sides of the issue and the decision that the statement was 'somewhat' true. At Level 4, there should be a sense of evaluation, recognising nuances of partial agreement and showing which evidence carries most weight. Answers should also show what criteria are being applied. For example, a judgement on significance could be based on the number of people affected, the length of time that the effects were felt, the groups affected or how wide-ranging the secondary effects were. Ideally, this will create a sense of argument running throughout the answer and the best answers often had plans, showing that the argument was thought through before beginning to write the actual response.

If extra paper is taken, candidates should clearly signal that the answer is continued elsewhere. 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 candidates should be discouraged from assuming that

lengthy answers will automatically score highly. Indeed, candidates taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves. There were also some completely blank answers to the final question, suggesting that time management was a problem for some candidates.

There were no indications that for paper 2 as a whole, candidates had found it difficult to answer both sections in the one hour and forty five minutes allowed.

All examination questions use a levels of response mark scheme. Progression in AO1 is shown by the candidates increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidates response moving from simple or generalised comments to analytical explanations which show 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.

Question 4(a)

Most responses at Level 2 identified military and economic features of the roles of tenants-in-chief in supporting the king. The most common further details added to these features were knight service for forty days a year and providing a proportion of the income from their fiefs to the king. Some candidates stated the legal and advisory roles of the tenants-in-chief but these features were rarely supported with relevant further details such as the judging of land disputes or serving on the royal council. Some responses were unrewardable where there was clearly confusion with the roles of thegns and sheriffs.

Option B1: Anglo-Saxon and Norman England, c1060-88

If you answer Question 4 put a cross in the box .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

- 4 (a) Describe **two** features of the role of tenants-in-chief in Norman England.

(4)

Feature 1

One feature of the role of tenants-in-chief was to collect taxes. This meant they would collect taxes for the king in their area.

Feature 2

Another feature was providing the king with an army. This meant that when ~~at~~ there was an invasion each tenant-in-chief would have to provide a certain amount of soldiers for the army.

Examiner comment: Two clear features specific to the role of tenants-in-chief are given 'to collect taxes' and 'the king with an army' with supporting information on their role in handing over revenue collected to the king and number of soldiers provided fixed at a set amount. The response gained full marks.

Examiner tip: Candidates should make sure that the feature offered is both valid and supported with relevant information for full marks on Q4(a).

Question 4(b)

There were some very impressive full-mark responses which gave a sustained analytical explanation of why Anglo-Saxon monarchs had so much power together with accurate and relevant wide-ranging knowledge. In such Level 4 responses most candidates included the belief that the king was anointed by God, the king's relationship with the Witan, control of taxation, and the ability to raise a vast army through military service. Some candidates also explained how the monarchy was able to maintain power with a system of local government and the divisions of shires into hundreds. The king's power as a law-maker and provider of justice was also occasionally mentioned with references to blood feuds and wergild. Level 3 responses whilst directed mainly at the power of the monarchy tended to explain more what kings were able to do and relied more on expanding the two stimulus points provided to show knowledge and understanding. At Level 2 most responses were weaker in terms of knowledge shown or included irrelevant information by giving details of the power of Norman monarchs such as the Forest Laws and the building of castles. Level 1 responses were frequently simple comments added to the stimulus material. Some responses were unrewardable such as those where candidates clearly did not understand the actual term 'monarch' and described how they were given land by the king.

(b) Explain why Anglo-Saxon monarchs had so much power.

(12)

You may use the following in your answer:

- landholding
- law-making

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

Anglo-Saxon Kings held a lot of land as it gave them power. It meant that the King could offer pieces of land to important Eorls and Bishops or withdraw land. It also allowed Kings to gain power over his people; by not having a lot of land, uprisings couldn't happen as easily.

Laws could make certain crimes punishable by death, deterring other criminals. This was a popular method of establishing control as the laws could be passed by the King alone and would deter criminal behaviour. Treason and heresy were capital punishments - the law making these punishable by death established power and control for him.

Examiner comment: The response is concise and it secures Level 2 for AO2 with a limited analysis which is focused in the first paragraph on the conceptual focus of the question. AO1 is more limited with no aspects beyond the stimulus points are provided. The overall mark is therefore 5 marks in mid Level 2.

Examiner tip: Candidates should try and give accurate and relevant information which includes aspects which go beyond the stimulus points to support their explanation.

Question 4(c)(i)

Level 4 responses gave a clear evaluation as to the extent to which the tactics used by the Normans was the reason for their victory at the Battle of Hastings. The various tactics mentioned included the Normans' extensive military preparations, the immediate building of a castle after landing at Pevensey and strategies during the battle itself such as the assaults eventually breaking through the Saxon shield wall and the use of feigned retreat. The Normans' tactics were then weighed against factors such as Harold's army being tired following a 300-mile march south, the Saxon army being levied from the *fyrð*, and William having papal support in his fight against what was regarded as Harold's usurpation of the English throne. Most Level 4 responses were able to justify a judgement with valid criteria such as the range of Norman tactics being clearly significant in overcoming the shortcomings of the Saxon army. Other candidates used the length of the battle as evidence that the Normans' victory at Hastings also needed an element of luck and the outcome of the battle could easily have turned out rather differently. Level 3 responses frequently analysed both sides of the statement in the question without making a justified judgement. Level 2 responses tended to rely heavily on the stimulus material provided to explain the Saxon army's march from Stamford Bridge as being a disadvantage for the ensuing battle and the Normans' use of mounted knights as devastating for the Saxon foot soldiers. Level 1 answers normally offered simple development of the stimulus material. There were a number of candidates who produced confused responses such as William's success at Stamford Bridge, Edward's role at Hastings or the Norman forces at the top of Senlac Hill at the start of the battle.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4(c)(i) Question 4(c)(ii)

It was clearly seen that William held a huge advantage over ~~Harold~~ Harold for many reasons.

William knew of the army led by Harold moving from the North to the South. William's scouts also spotted Harold's army as the ~~army~~ approached the Normans.

William had different types of ~~soldiers~~ soldiers at his disposal. William had heavy foot soldiers, cavalry and bowmen. Harold's army only had a select few housecarls and many soldiers were only farmers with poor weaponry.

Harold's troops will have been tired from fighting and having

to march down South to then
fight again. Williams troops
had been waiting and
crossing the channel.

William only made one mistake
and that was allowing the
Anglo Saxons set up on top
of a small hill. Williams
troops would have to fight
uphill.

William would take advantage of
this by supposedly ~~take~~
faking a retreat which
would draw Anglo Saxon soldiers
away from their shield wall. He
could then send in his
cavalry which would break
them apart. The shield wall
would then be too weak and
would fall.

Examiner comment: This response secures Level 2 for both AO2 and AO1. The explanation shows limited analysis and the links to the conceptual focus of the set question are not sustained. There is accurate and relevant knowledge included but the overall judgement is missing to fulfil the third strand of the mark scheme. The overall mark is therefore 7 marks.

Examiner tip: The quality of analysis or knowledge is not expected to be better on the (c) 16 mark questions than the (b) 12 mark questions. It is the third bullet point of the mark scheme on the assessment of judgement that differentiates the (b) and (c) questions of the British Depth Study.

Question 4(c)(ii)

Level 4 responses offered a sustained analytical explanation consistently focused on the extent to which the destruction of lives and property was the main consequence of the Harrying of the North. At this level candidates mostly distinguished between the immediate impact of the Harrying of the North against the key long term advantages that William secured. William was now able to gain overall control of the North and significantly reduced the threat of further invasions from Denmark. A number of candidates reached the judgement that in many ways this marked the completion of the Norman Conquest with control over what had been a rebellious part of England. Some candidates mentioned that the Pope's criticism meant that William had to appease the Church and his summoning of papal legates to request forgiveness was linked to the devastation that he had caused. Level 3 answers tended rely more on the stimulus material and a typical third aspect covered was often the salting of the earth, preventing future crops from growing or the description of Yorkshire as 'waste' in the Domesday Book some years later. Level 2 responses typically gave more descriptive accounts of the way that lack of crops and livestock to slaughter made it very difficult for many to survive and the burning of many homes meant that some had no protection from the winter. At this level many responses included descriptions of the harsh living conditions leading to starvation, people freezing to death and reports of cannibalism. Level 1 responses often simply expanded on the stimulus material and stated that farms were burnt down and that lots of people died.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 4(c)(i) Question 4(c)(ii)

It was clearly seen that William held a huge advantage over ~~Harold~~ Harold for many reasons.

William knew of the army led by Harold moving from the North to the South. William's scouts also spotted Harold's army as the ~~army~~ approached the Normans.

William had different types of ~~soldiers~~ soldiers at his disposal. William had heavy foot soldiers, cavalry and bowmen. Harold's army only had a select few housecarls and many soldiers were only farmers with poor weaponry.

Harold's troops will have been tired from fighting and having

On the other hand, there were other consequences of the Harrying of the North that may be even more important.

The Harrying of the North put an end to the rebellions temporarily. This ~~was~~ was important because it did mean that William had some control. This was created by the fact that the rebels could no longer hide from troops as the area was inhabitable. William had beaten them at their game of guerrilla warfare. This is so important because it showed William's control which contributed massively to the future of him as king which influenced the entire country. Therefore, you could argue that this is ~~not~~ important because of the contribution it made. It not only stopped the current rebellions in the North but contributed to the failure of future ones as people became more scared of William.

It also contributed to William being accepted as king. It was the main point of Anglo-Saxons accepting him - although through fear as they needed to submit or they would probably die. However, it also contributed to the acceptance of not just William but general Norman rule. It was a sign of the extent that they would go to.

Overall, I disagree with the statement. I think that the main consequence of the Harrying of the North was actually William establishing control because it gave him a

huge impact for the future of England. Therefore I think that it is most important because the destruction of lives and property was a less long-lasting impact and it didn't affect the whole of the country like William's control did as it established his dominance and leadership for years to later come. That is why I think that is the most important of all the consequences.

Examiner comment: The response was awarded full marks as it meets all the requirements of Level 4 of the mark scheme. There is a clear analytical focus directed at the set question, accurate and relevant information is included which goes beyond the stimulus points and a judgement is made with criteria applied.

Question 5(a)

The most frequent features of life in medieval towns that were supported with a relevant further detail to give Level 2 were the crowded conditions and lack of cleanliness leading to disease spreading easily, that people were involved in different trades organised into guilds, the relative safety of towns protected by strong walls and that regular markets were important for a town's economy. Some responses were limited to Level 1 as the features were not specific to towns but were also applicable to rural life such as the use of harsh punishments or the Church having a central role. There were also a significant number of responses which were not relevant at all to town life and were unrewardable such as comments on people working as peasants in the fields or working for the Lord on a manorial estate.

Option B2: The reigns of King Richard I and King John, 1189-1216

If you answer Question 5 put a cross in the box .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe **two** features of life in medieval towns.

(4)

Feature 1

Most town dwellers were free. This meant that, unlike villagers, they were not owned by a Lord and could choose their own occupations.

Feature 2

People in towns formed guilds, which were organisations or groups of people who all worked in the same craft, such as blacksmiths.

Examiner comment: Two clear features specific to life in medieval towns are given 'town dwellers were free' and 'formed guilds' with supporting information on differences for those living in towns to villages and information on the organisation of those working in the same craft or industry. The response gained full marks.

Examiner tip: Candidates should make sure that the feature offered is both valid and supported with relevant information for full marks on Q5(a).

Question 5(b)

The highest scoring responses showed a very high level of understanding of the importance of religion in the medieval period and consequently were able to analyse the impact of the Interdict on the lives of ordinary people. Candidates at Level 4 clearly understood that the suspension of all church services (except baptism and penance for the dying) meant that there could be no mass or Christian services for marriages and burials. This loss of ritual and the fear of offending God would have had a significant impact on ordinary people's lives. Some candidates however did mention that the effects varied with some individual churchmen ignoring the Interdict and carrying on with services. There were very few candidates that mentioned the Pope allowing of services behind closed doors from 1209 or the Interdict's overall duration of six years. At Level 3 many responses, although mainly directed at the conceptual focus of the question, often included other largely irrelevant material such as the reasons why the dispute between John and the Papacy had come about, John's excommunication or the eventual reconciliation. Responses in Level 2 tended to focus on explaining individuals missing Holy Days as time out from work and their sadness at having to miss important church services. Simple comments at Level 1 tended to add a piece of information to the stimulus points. There were some occasional responses where candidates clearly had no knowledge or understanding of the Interdict and claimed for example that it actually introduced burials and Holy Days.

(b) Explain why the Interdict had such an impact on ordinary people's lives.

(12)

You may use the following in your answer:

- burials
- Holy Days

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

One reason why the Interdict had a big impact on people's lives is that the deceased could no longer be buried in churchyard cemeteries, so had to be buried elsewhere. One reason why this had a very large impact was that people were all being buried in one place, so these make-shift burial sites would get full very quickly. As well as this, many people were worried about this because they were afraid that if England at the time was a very religious country, and they worried that if they their loved one could not be buried in a cemetery their souls would not go to heaven.

Another reason the Interdict had such an impact on ordinary people's lives is that they were banned from entering the church, so could not celebrate holy days such as Easter and Christmas properly. However, many Priests did not follow the Interdict, and continued to perform mass. However there was a large significant punishment for people who did this. Some decided to have mass outside the church, so many people could still access mass for this time of year. Therefore, although there would have been a big impact for some people who could access these illegal masses, it did not have too



much of an impact for some who could access it.

Furthermore, the interdict banned many sacraments from being performed inside the church. The only exception to this was baptism, which was allowed but had to be performed behind closed doors. This meant that sacraments that were seen as being crucial to ~~getting~~ worshipping God, such as the Eucharist, could not be done. This was very scary for people at the time, as the church was central to people's life, and not attending was believed to be a sin and could be punishable by not being allowed to enter heaven. Additionally, people could not be involved in the sacrament of marriage, which would have had a large impact on people as life expectancy in the middle ages was very short, so people would not have had much more time to get married.

Examiner comment: This response gains full marks. For AO2 it meets the Level 4 requirements of an analytical explanation which is consistently directed at the focus of the set question and for AO1 it meets the Level 4 mark scheme descriptor with accurate and relevant information which goes beyond the stimulus material with knowledge for example on the conduct of baptisms during the period in which England was under the Interdict.

Question 5(c)(i)

There were some very knowledgeable responses for this question with candidates skilfully evaluating the reasons for Richard's failure to recapture Jerusalem despite the fact that an advance party, including Richard himself, did get within actual sight of the city's walls. At Level 4, responses analysed the role of Richard's decision-making regarding the two occasions when he ordered his army to retreat even though on the second of these even Saladin expected the city to fall. Whilst some maintained his actions can be regarded as weak leadership others regarded his decisions as justifiable as many English crusaders were suffering from disease, there were difficult weather conditions, some were advising Richard to retreat to the coast, water supplies were limited, and in all likelihood, even if Jerusalem was recaptured it was almost certain that Richard's army would not hold out against Saladin. There was also the need for Richard to return to England urgently with news that John was plotting against him. At this level candidates were also able to further justify their judgement on Richard's leadership by either explaining Phillip II's decision to leave the crusade, depriving the English of crucial French support, as leaving Richard with little choice but to abandon his march on Jerusalem, or Richard's actions as causing Phillip to abandon the crusade. Level 3 responses were mainly an explanation of both sides or one side of the argument and without an explicit overall judgement. Level 2 responses were frequently more of an account of Richard and the Third Crusade in general and sometimes included accounts of his military victories at Acre and Arsuf, his later capture, the demands for ransom and his return to England. Level 1 responses tended to be limited knowledge added to the stimulus material.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 5(c)(i) Question 5(c)(ii)

I agree with this statement to a certain extent.

The reason why I do not fully agree is that Saladin's forces were so strong that it was very unlikely that King Richard would've captured Jerusalem in the first place. So Saladin's strong forces could've been a reason why the mission to capture Jerusalem failed.

However, King Richard's poor leadership skills ~~also~~ added to their defeat massively. If he was a better leader, he would've been able to solve the problems between him and the French King. If this happened, their forces would've been strong enough to fight against Saladin to capture Jerusalem.

If Richard did not retreat, he ^{would} ~~wouldn't~~ have known if he could've actually recaptured Jerusalem. The fact that they retreated before they started destined defeat from the very beginning. As he wouldn't have known until he tried.

Examiner comment: The response was awarded top Level 1. For AO2 the answer is weak, simple and generalised and the overall knowledge is limited and the candidate does not offer a judgement.

Question 5(c)(ii)

After the signing of Magna Carta the invasion by Prince Louis was just one of a number of problems that faced King John: the signing itself was little more than a truce in John's conflict with the barons, the Charter itself was declared illegal by Pope Innocent III, there was the threat of invasion from Scotland, John's son was very young making the succession very uncertain, the barons had control of London and the north of England, and English support for Louis was beginning to grow. Level 4 candidates often effectively analysed the threat from Louis as the biggest problem facing John and supported their judgement by referring to the large French army, Louis' supporters capturing Rochester Castle and the growing allegiance of barons to Louis. Other judgements that candidates justified at Level 4 assessed that Civil War was the main problem as it made England weak in many ways with threats from both Scotland and Wales and making it impossible to collect taxation. Level 3 responses generally argued either that the invasion from Louis or the renouncing of Magna Carta just three months after its signing was the main problem facing John. Level 2 responses tended to give an account of the events surrounding the signing of Magna Carta and the latter part of John's reign. At Level 1 most candidates offered some simple comments about Magna Carta.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 5(c)(i) Question 5(c)(ii)

King John faced a number of serious problems by the end of his reign this was as a result of losing Normandy, losing the support of his Barons and being bankrupt. These problems led to a Barons uprising and the invasion of King Prince Louis in the South and Alexander of Scotland in the North.

One of the main problems that John had at the end of his tenure as King was that he faced an imminent invasion by Prince Louis of France who worked with the rebel barons with the aim to remove John from power and stake a claim at the throne for himself. Prince Louis took key castles that had been given to him by John previously of Rochester and Dover. This allowed Louis to set a key base for attack and meet with Barons in London. Louis had a large army which added huge strength to the barons army as he was supported by his father Phillip II who was by now one of the richest men in West Europe. John returned from defending the North and on his way he became ill and died. This left the door open for Louis to claim the throne. William Marshall moved to accept power as protector of Henry III and rejected the support of Barons and resisted the magna carta (something that John had removed and the Pope issued a papal bull against it). William Marshall decisively ~~had~~ defeated



Lose at the Battle of Lincoln and Sandwich and retained England as an English Prince. Prince Louis therefore was a large consequence of John getting the Pope to issue a papal bull and void Magna Carta and a key problem set up to and post John's death in 1216.

Another key problem was that England was bankrupt in this period as John as had laid huge taxes over England of the 'the sixth' in 1207 and rising scutage 11 times during his reign compared to 8 times during Henry II's reign which was twice as long.

John raised a total of £135,000 to fight wars in Normandy to regain land. But when he was decisively beaten at the Battle of Bouvines and returned to England with nothing, he was regarded to as soft skinned and he is mocked by monks in the only text they wrote. This debt was made worse by inflation caused by the inflation of currency from the continent and debasement. These financial restrictions were a key problem for John and meant England was much weaker than what he had inherited. The increasing oppression of the ~~poor~~ poor/gentry/peasants by King John is one of the most notable things of John's reign highlighting that ~~there~~ bankruptcy was a key problem to John.

A final problem was that John was losing the support of his Barons, the ~~set~~ plot of 1217 and the uprising of the Barons highlighted this. This was because John had begun to increase his arbitrary use of power and closed down the King's



Examiner comment: The response was awarded full marks as it meets all the requirements of Level 4 of the mark scheme. There is a clear analytical focus directed at the set question, accurate and relevant information is included which goes beyond the stimulus points and a judgement is made with criteria applied.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- To spend some time planning responses for the (c) question to help ensure a coherent and logically structured response.
- To try and ensure that an aspect beyond those offered in the stimulus material is used to support responses for the (b) and (c) questions.
- To ensure that the information provided in question 1 supports the key feature.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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