

Examiners' Report  
June 2018

GCSE History 1HI0 24

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For Q3, candidates were required to analyse the importance of an event/person/development. The question focused on what difference the event/person/development made in relation to situations and unfolding developments.

For example, in the first choice on this question, candidates are not being asked to comment generally on the Plains Indians' beliefs, but to consider their importance *for relations between Plains Indians and settlers*. They had to answer two topics out of selection of three. It was clear that many candidates had been prepared for the important question of styles. Responses ranged from impressive analysis focused on the appropriate second-order concept (Assessment Objective (AO)2). These were supported with accurate, relevant and good knowledge (AO1), in contrast to those candidates who offered simple comments 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 that 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. Although some candidates did write on extra sheets their responses 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 identify this clearly on the paper and ask for additional sheets.

## **Question 1**

In Q1, candidates were asked to provide two valid consequences of the Gold Rush (1849) for migration. There were 4 marks available for each consequence, which needed to explain a consequence (AO2) supported with specific information showing good knowledge and understanding (AO1).

Most candidates understood the second-order concept of consequence, although some candidates focused on the impact on Native Americans, rather than migration. There was also a tendency by some candidates to give generalisations for a consequence, such as many people migrated, without any further elaboration. Some candidates merely rephrased the same consequence and, as such, were only credited for one of them. A limited number of candidates left the question blank.

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 in this examination on The American West, c1835-c1895. Most candidates attempted the required three questions, although it would appear that some students answered Section B first. Whilst this is perfectly acceptable it should be noted that this could have implications on timing and unfinished questions, perhaps explaining the number of blank responses for Question (Q) 2.

Question 1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. Very few candidates did not attempt Q1, 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.

Q2 is a new style of question that focuses on analytical narrative, in which candidates are expected to write an account that not only describes what happened, but also to 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 key events of the conflict with the Plains Indians in the years 1862-64. It was clear that 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 producing three paragraphs that 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 from those of 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.

SECTION A: The American West, c1835-c1895

Answer ALL Questions in this section.

- 1 Explain **two** consequences of the Gold Rush (1849) for migration.

Consequence 1:

The Gold Rush caused a massive increase in migration from East to West this caused a massive increase in the amount of Gold prospectors and their families moving west across the great plains.

Consequence 2:

A mass surge in migration caused hundreds of gold mining towns to appear, in these towns mostly men lived there, the towns were lawless and had gambling, prostitution and fighting this caused a massive amount of people to commit crimes causing lawlessness in the west.



**Examiner Comment:** For the first consequence the candidate has provided a simple statement with a consequence 'increase in migration' but no explanation, so AO2 Level 1. There is general knowledge shown with mention of prospectors, families and Great Plains, for AO1 Level 1. Overall the first consequence is at top of Level 1. The second consequence given is 'gold

mining towns appear' but no explanation provided, making the AO2 Level 1. The knowledge is more specific with mention of gambling, lawlessness so Level 2 AO1. Overall the second consequence is low Level 2.

**Examiner Tip:** Candidates should ensure they provide two different consequences.

Answer ALL Questions in this section.

1 Explain **two** consequences of the Gold Rush (1849) for migration.

Consequence 1:

One consequence of the Californian Gold Rush (1849) was that there was more a rapid increase for migration at settlement. This mass movement resulted in population booms in California and led to the deterioration of law and order as the government couldn't enforce law systems effectively with the rapid rate of migration. This led to the development of ~~the~~ high crime rates due to claim jumping and shootings - and this further resulted in the creation of vigilante groups to deal with the crime unofficially because the government couldn't provide sufficient law enforcing officers across the whole of the Plains.

Consequence 2:

Another consequence of the Californian Gold Rush 1849 was that because many prospectors weren't lucky in finding gold, they began to do other jobs instead. This required employment for shops, bars and cafes. This encouraged more migration from the North East to the West, and this contributed to the development of mining towns. This increasing development grew around the mining towns, as these towns expanded out into the ~~ge~~ Great Plains. This

2



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means that the ~~the~~ Plains Indians have less land available to them, making them feel angry towards the government, who said the land was theirs, yet aren't doing anything to stop this growth.

(Total for Question 1 = 8 marks)



**Examiner Comment**

For the first part of the response the consequence is explained clearly, with reference to population increase thus reaching AO2 Level 2. There is detailed specific information provided for AO1, which is also at Level 2. This response has more detail and explanation than is needed: the candidate could have stopped with the sentence ending 'rapid rate of migration' and received full marks. Overall, it reaches the top of Level 2.

The second consequence also has good knowledge with AO1 at Level 2, which supports a consequence with explanation, making AO2 Level 2. Overall, this response is at the top of Level 2.

**Examiner Tip:** Candidates should ensure they provide two different consequences.

## 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 providing a beginning, development and end was clearly demonstrated by candidates who attained Level 3. It was clear that such candidates had been taught to use language that 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, 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 conflict with the Plains Indians in the years 1862-64 resulted in a range of responses, with a good number able to establish a sequence. Most candidates were aware of the details of Little Crow's War or the Sand Creek Massacre but it is vital that candidates do not limit their responses to part of the period: for example, some candidates only discussed Little Crow's War, in isolation. There were some candidates who referred to the events of the Battle of Little Big Horn or the battle of Wounded Knee, instead of the Sand Creek Massacre and confused Chivington and Custer. There were a considerable number of candidates who did not attempt this question.

2 Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64.

You may use the following in your answer:

- Little Crow
- Colonel Chivington

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

During the years 1862-64 Little Crow's wife had been put onto reservations. However, they weren't allowed to leave these reservations at all, nor even to hunt the buffalo. This was one way the government tried to get the Indians to conform with their way of life. This meant that the Indians were almost entirely dependant on the government for supplies that they had offered as a promise for going onto the reservations.

However, the supplies were held in an office governed by rich men who wanted to keep the money for themselves. This meant that the Indians starved. Little Crow didn't want to see his men, women and children starve and so decided enough was enough. He rounded up his warriors and attacked the building where the



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**Examiner Comment:** This response does not take into account the key events of the whole period, only talking about the early years. Hence, there is a lack of organisation and the AO2 is Level 2. The knowledge shown is relevant but not of the required features for the whole period, therefore the AO1 is Level 2. Overall the response is at the top of 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 key events of the conflict with the Plains Indians in the years 1862-64.

Bad harvest 1861

You may use the following in your answer:

- Little Crow (Little Crow's War 1862)
- Colonel Chivington

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

1864 beginning of  
~~Sand Creek~~ ~~Massacre~~ ~~Red Cloud's War~~

A main reason for conflict between the years 1862-64 was a bad harvest in 1861, this led towards both Little Crow's War and the Sand Creek Massacre. The government was introducing the 'assimilate or die' attitude and so Plains Indians, after a bad harvest were fully reliant on government for support facing starvation.

In 1862 Little Crow's War first sparked tensions, due to the harvest and the lack of crops from reservation soldiers Little Crow and his tribe stole food, burnt down government buildings and killed many soldiers leading to an increase in tensions, it also greater reinforced white opinion that Plains Indians were savages.

Later, in 1864 the Sand Creek Massacre took place. Over the 3 previous years due to the poor harvest



Black Kettle and his tribe led raids on travellers, not harming them, but stealing food. The result of this was a massacre led by Colonel Chivington which, despite the Plains Indians waving white flags at surrender, killed 125 women, men and children. Overall both ~~white~~ Indians and whites were appalled. Chivington was condemned by the government. Black Kettle spread word of the massacre which increased the Indians' hostility towards whites - a factor which may have contributed towards Red Cloud's War which took place from ~~the~~ 1866-68.

Overall key conflict events, fuelled by a bad harvest in 1861, were Little Crow's War and the Sand Creek Massacre.

**Examiner Comment:** The candidate has provided a clear narrative with linking analysis, and phrases such as 'sparked tensions' and 'the result of this'. It is structured logically, with correct sequencing, thus reaching AO2 Level 3. Good knowledge showing understanding is used to support the narrative leading to AO1 Level 3. Overall, the response is at the top of Level 3.

**Examiner Tip:** Candidates need to remember this is foremostly 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 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: Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers; the Timber Culture Act (1873) for the settlement of the Plains; the Johnson County War (1892) for relations between homesteaders and cattlemen.

The question on the Plains Indians was addressed more than the other two options. 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 in contrast to candidates who explained the importance of the factor in general terms, who normally produced responses that stayed in Level 2.

In terms of the question on the Plains Indians, Level 2 responses often provided general knowledge on the beliefs of the Plains Indians, rather than the impact on relations with settlers. Several candidates talked about the lifestyle of the Plain Indians, rather than beliefs. For example, they discussed the buffalo in terms of hunting, rather than how they were important for the spiritual beliefs.

Candidates who attained Level 3 recognised multiple implications and were more likely to focus on aspects such as the settlers farming on sacred land or how settlers' belief in Manifest Destiny clashed with land being provided by the Great Spirit.

The question on the Timber Culture Act produced a range of responses, with Level 3 candidates addressing primarily how the Act allowed farmers to produce enough food due to the extra acres available, and the settlements becoming more permanent. The responses that remained in Level 2 often demonstrated knowledge such as the details of the Act, without explaining why it was important. One misunderstanding that occurred was that some candidates discussed how the Timber Act meant timber was transported to the Plains, or focused on the impact on the Plains Indians.

It was clear with the topic of the Johnson County War that candidates were aware of the events of the dispute. Unfortunately, several candidates wrote the details in the form of a narrative, which made it difficult to complete the analysis required for Level 3. Better responses linked the Johnson County War to the end of the open range in the long term or demonstrated the facts that cattlemen were willing to take the law into their own hands.



Indicate your FIRST 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 the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

Plains Indians believed that everything in nature had a spirit, that land couldn't be controlled and thus possessed. This belief ~~is~~ is demonstrated through their nomadic lifestyle, they didn't settle in one place and so worked with the land. However this greatly opposes the attitudes of white settlers who believed in manifest destiny and that it was God's wish for the Plains and the West to be populated. Due to this clash of opinion many conflicts were sparked based around who owned land, and white settlers trespassing on Plains Indian property due to their sense of entitlement. An example of this conflict is Red Cloud's War which took place in



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Turn over ►

1866 and was sparked by settlers and miners travelling along the Bozeman trail.

Another differing belief was about the Buffalo, Indians respected Buffalo, an example of this is through the fact they buried its heart in the ground in order to give life to the earth. Indians only killed what they needed, then moved on, showing how they lived with nature, not against it. However the government, and white settlers saw buffalo as a threat, sometimes responsible for killing those travelling along the Oregon Trail, and an obstacle in the way of building the transcontinental railroad, Buffalo hunters like Buffalo Bill were hired and unfortunately by the end of the 1880s only 200 buffalo remained. Overall these opposing views led to tensions and conflict between the settlers and the Plains Indians.

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 .

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- The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

The Johnson County War took place in 1892 and was fuelled by deaths at homesteaders such as John Averill and Ella Watson, both owned a plot of land which was used by large-scale cattlemen and so this caused conflict. It was also thought Watson was a supposed cattle rustler which led to the deaths. Smaller cattle ranches had chosen to do an earlier 'spring round-up' leading to larger cattlemen suspicious of rustling, the larger company <sup>then</sup> ~~so~~ employed 22 gunmen to execute the smaller company however the Sheriff discovered the plan for 'invasion' and the gunmen were imprisoned. However these rich cattle ranchers could afford the best lawyers and due to lack



at government funds the 'invaders' were set free. Overall this weakened relations between settlers and cattlemen, the power they had to escape the law, and to kill, outnumbered homesteaders.

It wasn't until the invention of barbed wire in 1874 when relations could be reconciled as cattle no longer trespassed on settlers' land or ate settler's crops, however sometimes this enclosure prevented settlers from getting to a water source and so relations were always conflicted.

The main effect of the war increased conflict between settlers and cattlemen, they weren't trusted and reinforced ideas of a corrupt law system.

**Examiner Comment:**

First response: Timber – in this response, the candidate has provided an explanation with a line of reasoning, discussing expansion of the plains and hygiene, and showing analysis, thereby reaching AO2 Level 3. There is knowledge used in support; however, this needs to be more specific so AO1 Level 3 is weak. Overall the response is mid-Level 3.

Second response: Plains Indians – the candidate has attempted to analyse; however, the focus in the first paragraph is on lifestyle, rather than beliefs. The second paragraph does discuss beliefs but it is not well explained, making the AO2 low Level 2. There is some knowledge demonstrated which makes the AO1 Level 2. Overall, the response is mid-Level 2.

**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 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 the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers.
- The importance of The Timber Culture Act (1873) for the settlement of the Plains.
- The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

The Plain ~~Indians~~ Indians' believed land was very sacred. They believed in the circle of nature, so ~~they~~ <sup>this was very important to them</sup> should look after the world. They also believed since ~~the Earth~~ land was not their's, ~~it~~ it was the Spirits', and he bore the land all land. ~~he~~ Therefore, they believed that they should not farm, instead they just picked crops from ~~to~~ existing plants. The ~~White~~ Settlers' saw that as wasting ~~their~~ the land, so thought it was their manifest ~~destiny~~ destiny ~~to~~ and duty to go and civilize the Indians and to make use of the land, benefiting them. This is important, as it caused a strain in the relationship between the Indians and the settlers, as they had two very different ideas about how long land and nature should be used.

// → means new paragraph

Another thing the settlers would do to ~~be~~ the land and nature which angered the Indians, which led to their conflict, is that the settlers, especially Homesteaders, would fence their land. Indians disagreed with this as, they believed that this was the spirits' land so ~~not~~ no-one should claim it. This belief was highly regarded, so was important for the description of the relations between the Indians and the settlers.

~~However some may say this is not the most important, as they would say the destruction of the Fort Laramie Treaty was the importance. This held of the Indians' beliefs held great importance about land and nature for the relations between Plains and Settlers.~~

**Examiner Comment:**

First response: Plain Indians – The candidate has analysed the importance for relations with explanation, looking at the land being sacred, leading to AO2 Level 3. The knowledge shown could be more specific than it is and the response therefore achieves AO1 at a low Level 3. Overall, the response is a mid-Level 3.

Second response: Johnson County War –the response has analysis with some reasoning but does lapse into narrative, hence a secure Level 2 for AO2. There is some knowledge and understanding but it is not all fully relevant, so therefore Level 2 for AO1. Overall, this response is a high Level 2.

**Examiner Tip:** Candidates need to ensure that they explain the importance of an event in relation to the focus asked in the question, in order to reach Level 3.

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 in 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 who attempted to answer questions from both Depth Studies although there were clearly a significant number of candidates who 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.

Questions 4(a) and 5(a) follow 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 would have been more appropriate. Although the question asks how far the candidate 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 level 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 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 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 4a

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 the 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 4b**

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.

### Question 4ci

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.

### **Question 4cii**

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 to 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 5a**

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 5b

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 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 5ci

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 <sup>would</sup> ~~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 5cii**

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 king over 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 assert 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. Louis the Great 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 'third' 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 sword and he is mocked by monks in the only text they wrote. This debt was made worse by inflation caused by the printing of money 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/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 revolt of 1217 and the uprising of the Barons highlight this. This was because John had been to increase his arbitrary use of power and closed down the King's



P 5 6 2 7 3 A 0 2 9 3 2

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Turn over ►

**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.

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

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