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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 in this examination. 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 (Q) 2.

Q1 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. Candidates are expected to write an account that not only describes what happened, but also finds connections and makes 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 events of détente during the 1970s.

It is 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 produce three paragraphs that do not link directly. The quality of responses varied, based primarily on depth of knowledge of the topics addressed.

The stimulus points serve a different purpose from those on other questions: they will be useful reminders to candidates of sign-posts along the narrative and not aspects 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. This should be 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 answer left blank most frequently, perhaps due to timing.

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 were not being asked to comment generally on the importance the development of the atomic bomb, but to consider its importance on relations between the Superpowers in the years 1945-49. It is clear many candidates had been prepared for the importance-style 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 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 of candidates 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 consequences of the fall of the Berlin Wall. There were 4 marks available for each consequence, which needed to be explained (AO2) and supported with specific information showing good knowledge and understanding (AO1).

Most candidates understood the second-order of concept of consequence. Where responses were not awarded the top mark for either Level 1 or Level 2 it was almost always due to weaker performance for AO1. There were also responses where candidates merely rephrased the same consequence as their second answer, and this could not be credited a second time.

Where generalised comments were made about a consequence, they tended to note that people were now able to travel more, there were more opportunities for better homes and jobs, or simply that it led to the end of the Cold War.

AO2 at Level 2 used the features of the period to explain a consequence, such as the opening of the Wall leading to a growth of protest in East Germany, demanding significant reforms and, later, for the reunification of Germany.

The common types of specific information that were added to these explanations were the fall of the communist government in East Germany, Gorbachev's abandonment of the Brezhnev Doctrine, and the newly-enlarged Germany becoming a member of NATO, whilst the Warsaw Pact broke up.

SECTION A: Superpower relations and the Cold War, 1941–91

Q01 8

Answer ALL Questions in this section.

1 Explain **two** consequences of the fall of the Berlin Wall.

Consequence 1:

One consequence of the fall of the Berlin Wall was the break-up of the Eastern Bloc. The fall of the Berlin Wall signified the end of communism and other countries followed this pattern. Communist parties were beaten in free elections due to more freedom in voting and countries got rid of communism. Also, the Eastern Bloc which was such a strong buffer zone for the Soviet Union that had collapsed.

Consequence 2:

Another consequence of the fall of the Berlin Wall was the end of the Warsaw Pact. The Warsaw Pact was signed by all the Eastern European countries so that if they were attacked, the other countries in the Pact must help to defend them. The Warsaw Pact broke up in 1991 due to the Berlin Wall as these countries did not want to be communist and did not want the Soviet Union in their lives.

Examiner Comment: These are clear examples of Level 2 responses. Both are Level 2 for AO2 by giving a feature of the period to explain a consequence. The first talks of 'the break-up of the Eastern bloc' and 'the end of communism'. This is supported at AO1 with specific information on 'free elections'.

The second consequence is Level 2 AO2, by commenting on 'the end of the Warsaw Pact' with specific information on its breaking up in 1991. The response shows a sound understanding of the period, and of countries not wishing to be controlled by the Soviet Union, with the comment ‘did not want the Soviet Union in their lives'.

Examiner Tip: Q1 is designed to provide an accessible start to the assessment of the Period Study and requires specific information added to two different explanations offered on consequences, for the focus of the set question.

Question 2

This new-style question was approached most appropriately when candidates' responses were structured to demonstrate the beginning, development and end of the Superpowers, following the principles of détente during the 1970s. Those responses using language demonstrated an analysis of links between the various stages of détente, and moved into Level 3 of the mark scheme for AO2.

The stimulus material provided candidates with a possible start and end point for a narrative account: Strategic Arms Limitation Talks (SALT) 1 in 1972 and Afghanistan, with a given date of 1979. Some candidates lost valuable time by giving details of the background to détente including the hotline between Washington and Moscow in 1963 and the 1963 Test Ban Treaty. It was felt acceptable given the timeframe of the 1970s in the question, to credit from Nixon becoming US President in 1969 – with his aim to improve US-Soviet relations – as well as Carter's lead on boycotting the 1980 Moscow Olympic Games. Knowledge on the 'Second Cold War', Reagan, and 'Star Wars' was not credited. Centres should note that the purpose of the stimulus for Q2 of the Period Study may be chosen to demonstrate either the chronological span of the question or key features of the narrative.

At Level 1, most responses had an understanding for AO2 of the basic narrative of détente as a period when relations between the Superpowers started to improve and then from a high-point in the mid-1970s, began to deteriorate towards the end of the decade. The simple narrative was typically added to, with simple knowledge prompted by the stimulus material. This included SALT 1 agreeing to build fewer nuclear weapons, a general statement about better relations developing, and then frequently making a comment about tension growing again with the Soviet Union's invasion of Afghanistan.

Generally, Level 2 responses were able to show a clear sequence of events with the use of more accurate and relevant information. This included the start of the 1970s détente symbolised by arms negotiations with Nixon and Brezhnev signing SALT 1 in 1972. This limited the numbers of Inter-Continental Ballistic Missiles (ICBMs) and Submarine-Launched Ballistic Missiles (SLBMs). This was generally followed by accurate and relevant information on the Helsinki Agreements and, finally, with relevant information on SALT 2 and how it was not ratified by the USA, following Carter's opposition to the Soviet Union's invasion

of Afghanistan. Although these responses often showed a clear sequence of events, the linkage between them was often quite implicit.

Level 3 responses often made it clear that SALT 1 was a very significant achievement in developing co-operation between the two Superpowers, which led to Nixon visiting Moscow in 1974 and the very symbolic joint US-Soviet Apollo-Soyuz space mission. Responses then explained that to maintain détente, the USA and the USSR, together with other nations, supported the terms of the 1975 Helsinki Agreements, to develop security, cooperation and human rights. Some common misunderstandings included the 1975 Helsinki agreements, which were written as nuclear disarmament treaties in themselves. Others confused the 1970s with Reagan and Gorbachev's agreements of the 1980s.

2 Write a narrative account analysing the key events of détente during the 1970s.

(8)

You may use the following in your answer:

- SALT 1 (1972)
- Afghanistan (1979)

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

In 1972 Salt 1 was ratified by both the USA and USSR which showed the era of détente and cooperation of the two Superpowers. This lead to the Helsinki conference in Finland where both superpaers and nearly all European countries agreed to greater treatment and freedoms of people. This coaciquanted in SALT 2 which was signed by both superpaers but never ratified dueto the Afganistan conflict.

This era of Cooperation caused the Aganistan conflict as Breshnev (Then Soviet president) believed that because Afganistan was on their border and wouldn't affect the USA (and because of their recent friendliness), the US wouldn't mind if they invaded. However, then president Jimmy Carter did mind and helped the Mujhadeen* coming up with the Carter doctrain. Finally, this shawed the End of Détente and start of Foster relations. The Second Cold War had begun.

* through giving them money, equiptment and training to fight of the communists.

Examiner Comment: This response is a clear example of a high Level 2 script with AO2 clearly stronger than the AO1. The answer follows a narrative structure, is mostly well-organised, events are linked, and attempts are made at analysis with 'this lead to...', '...but never ratified due to...', 'Finally, this showed the end of detente....', 'The Second Cold War had begun' which all combine to create a clear sense of sequence. AO1 is secure and the candidate, whilst only referencing SALT1, explores SALT2, the Helsinki Conference and the invasion of Afghanistan in more detail - therefore giving aspects beyond the stimulus material. The candidate shows sufficient knowledge and understanding of the events.

Examiner Tip: Candidates should try to ensure that responses show a clear sequence of events, which is supported with accurate and relevant information.

2 Write a narrative account analysing the key events of détente during the 1970s.

(8) Q02 6

You may use the following in your answer:

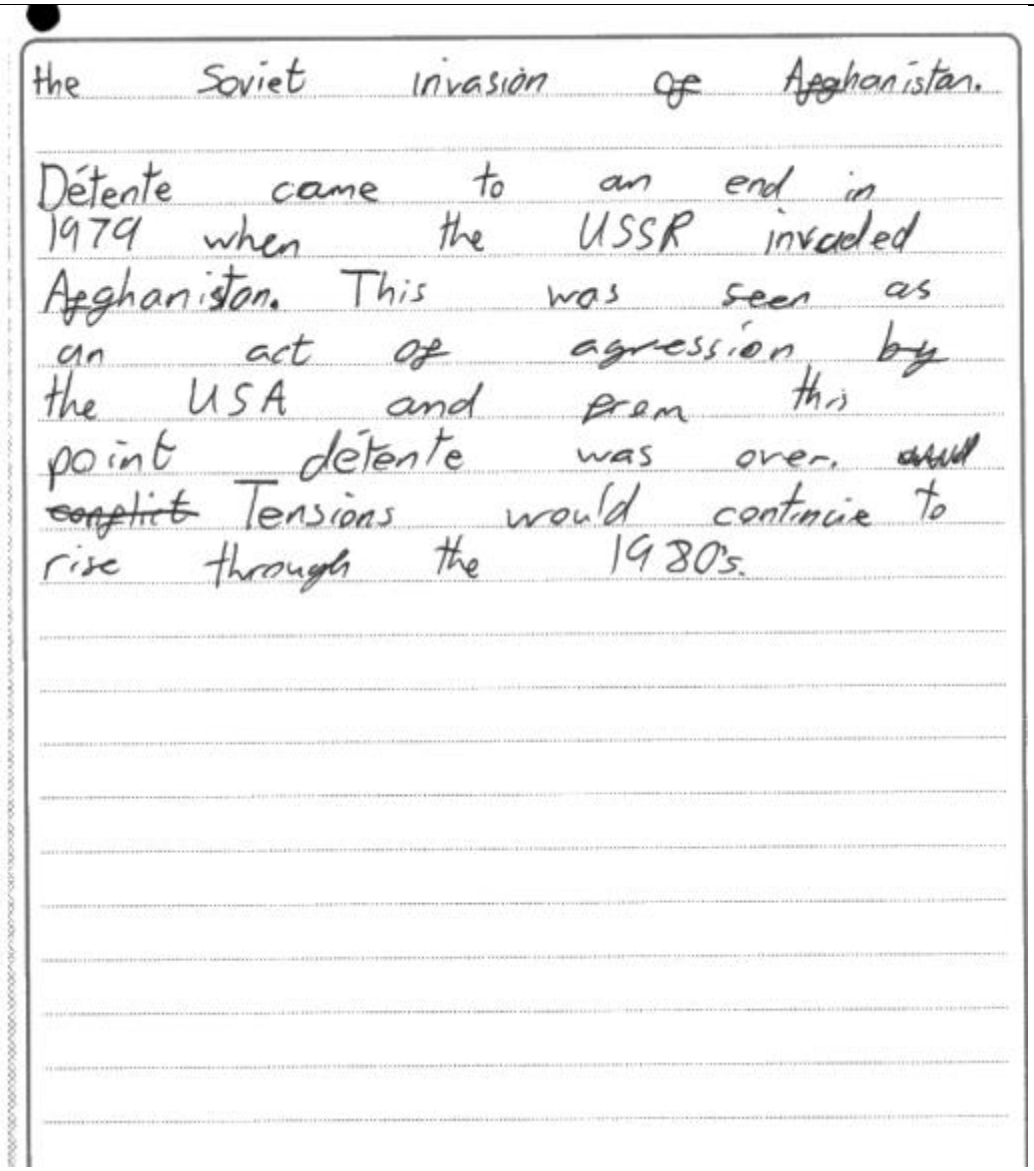
- SALT 1 (1972)
- Afghanistan (1979)

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

During the 1970's the world saw peace between East and West. This was called détente.

Détente was first seen in 1972 during the SALT 1 talks. The Strategic Arms Limitation Treaty was a sign of trust and peace between East and West as it saw both sides giving up weapons.

Later on in 1979, ~~saw~~ East and West relations were yet again improving with SALT 2 talks which would further limit weapons which both super-powers had. However, these talks would fall apart with



Examiner Comment: This script is an example of a low Level 3 answer, where the AO2 is awarded a low Level 3 and the AO1 awarded a strong Level 2 and thus the overall mark is a low Level 3. The sequencing is strong – 'Detente was first seen in …', 'Later on in 1979 East and West relations were yet again improving…', 'However, these talks would fall apart with the Soviet invasion of Afghanistan', 'Detente came to an end in 1979…' These phrases lend a strong coherence to the structure of the response. Good knowledge is shown of SALT1, SALT2 and some knowledge is shown of the invasion of Afghanistan.

Examiner Tip: Candidates should try to ensure that responses show a clear sequence of events, which is supported with accurate and relevant information.

Question 3

This question comprises two 8-mark questions based on the second order concepts of significance and consequence. Candidates who addressed the importance of the factor raised in relation to the stated development and supported this with good knowledge and understanding, achieved Level 3. Candidates' responses that explained the importance of the factor without relating it to the stated development remained in Level 2.

The first option was on the importance of the USA's development of the atomic bomb for relations between the Superpowers in the years 1945-49.

Level 3 responses invariably kept very firmly to the date range in the question and analysed clearly the importance of the USA's development of the atomic bomb for significantly increasing tension between the Superpowers. Explanations included Stalin's suspicions being raised due to Truman deliberately delaying the first meeting of the Potsdam Conference, Stalin becoming more determined for the USSR to develop its own atomic bomb, especially after its use by the USA in Japan, and the USA's development of the bomb, making the USSR more determined to tighten its grip on Eastern Europe.

Some candidates made it clear that this start of the breakdown in the relationship between the Superpowers was in contrast to what had, until very recently, been the 'Grand Alliance' fighting against Nazi Germany. High-scoring responses explained how the relationship between the Superpowers became more strained with the Truman Doctrine, Marshall Plan, the first Cold-War crisis over Berlin in 1948-49 and the formation of NATO. Very few candidates mentioned Kennan's or Novikov's Telegram but some used Churchill's 'Iron Curtain' speech to exemplify the growing rift between East and West.

Level 2 responses were mostly good explanations of the USA's development and use of the atomic bomb, together with some initial consequences on the immediate early Cold War but without focusing on its explicit importance for relations between the Superpowers.

Level 1 responses often gave a simple comment on how it made relations difficult between the USA and the USSR and often gave lengthy descriptions on the USA's use of the bomb on Japan. A common mistake at both Levels 1 and 2 was for candidates to give material way beyond the time period in the question. Information included the impact of the development of the atomic bomb on

events such as the Cuba Missile Crisis, the concept of Mutually Assured Destruction and the building of the Berlin Wall. There were also a number of candidates who believed that the USA and USSR were actually at war with one another. Some candidates were not entirely sure what countries were meant by the term 'Superpowers' in the question and wrote with reference to a range of countries including Germany and Japan.

The second option was on the importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. Level 3 responses analysed the ways in which the Bay of Pigs incident led to a worsening of relations between the USA and the Soviet Union. Candidates referred to a number of reasons such as the USA's support for Cuban exiles demonstrating its anti-communist stance, Castro declaring himself a communist and consequently Cuba developing closer ties with the Soviet Union. Other references included the humiliated Kennedy now needing to show US strength, challenging Khrushchev's belief in co-existence, whilst for the USA increasing the commitment to containment.

Some candidates also mentioned that the Bay of Pigs incident also led to more strained US-Soviet relations as Khrushchev regarded Cuba as the beginning of the spread of communism into Latin America and a restoration of the balance of power due to US missile bases in Turkey. Candidates showed misunderstanding of the focus of the question by focussing on the setting up of the hotline between Washington and Moscow as well as détente as an immediate consequence of the Bay of Pigs. They frequently confused chronology. Some regarded the Bay of Pigs as a consequence of the USSR placing nuclear missiles in Cuba. Other candidates confused the Superpower leaders at the time of the incident, with Truman, Reagan, Stalin and Gorbachev mentioned in a number of responses.

The third option was on the importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia. At Level 3, there was a clear understanding of the Brezhnev doctrine itself as a measure to maintain the USSR's sphere of influence over the Eastern Bloc as a whole, as well as necessary intervention, specifically with regards to Czechoslovakia. At Level 3, the main focus of responses was specifically on the impact of the Brezhnev Doctrine on the Soviet Union's control of Czechoslovakia by the removal of Dubcek. Other significant comments were made on the measures taken by Brezhnev to reassert the

adherence to communist ideology within Czechoslovakia and ensuring continued firm membership of the Warsaw Pact.

Some candidates at this level included the USSR's involvement in making Husak Czechoslovakia's new leader as a communist hardliner who would abolish many of Dubcek's reforms. These measures were seen as necessary by Brezhnev as events in Czechoslovakia had threatened the USSR's control of Eastern Europe.

Many Level 2 responses had some clear links to the Brezhnev Doctrine but frequently included information on events in Czechoslovakia during the 'Prague Spring.' Some misunderstandings by candidates on this question included the confusion over events in Czechoslovakia in 1968 with Hungary in 1956 and a few responses asserted that the Brezhnev Doctrine was to help foster closer ties between the USSR and the USA.

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 USA's development of the atomic bomb for relations between the superpowers in the years 1945-49.

☒ The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union.

☒ The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia.

The importance of the Bay of pigs incident for the relations between the USA and the Soviet Union was that it increased tensions and eventually led to the Cuban Missile Crisis.
The Bay of Pigs occured as Castro, a communist, declared his takeover of Batista, an American-Influenced dictator. Castro wanted Cuba to be communist so he removed all American Influence ~~of~~ in Cuba which angered America so they stopped all sugar trade with Cuba which damaged its economy massively. This led to increased tensions as the Soviet Union joined forces with Cuba and started trading sugar with them and giving them weapons / military support and financial support. This meant the USSR were very close to America and could watch what

they were doing; so when America found out they planned an invasion - the Bay of Pigs. However, Castro knew that America were coming to invade and was waiting for America to arrive on the Bay. When America arrived they were shocked and unprepared - meaning that Castro could capture most of Americas troops and hold them captive. This damaged relations as it was the USSR which provided Cuba with around 2000 troops, heightening tensions as the war was almost real. This meant it led to the Cuban Missile crisis as Stalin thought Cuba needed more protection so planted a missile base in Cuba starting up the arms race again, intensifying it. Eventually leading to the Cuban Missile Crisis where the two oppositions were nearly at nuclear war but made them realise that is not what they want so they slowed it down a bit.

Examiner Comment: This is an example of a mid-Level 2 response on the importance of the Bay of Pigs for relations between the USA and Soviet Union. The AO2 is a secure Level 2, especially in the latter part of the answer, but the AO1 is weaker. The candidate shows some confusion between the Bay of Pigs invasion and the Cuban Missile Crisis. The focus of the answer is on the Missile Crisis, rather than the invasion.

Examiner Tip: Candidates should focus on the ways in which the specified aspect in the first part of the statement made a difference to the development given in the second part of the statement.

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 the USA's development of the atomic bomb for relations between the superpowers in the years 1945-49.

☒ The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union.

☒ The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia.

The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia was that it allowed entire control and invasion of any country is their went against communism or tried to reform similarly to Czechoslovakia.
Czechoslovakia which was run by Dubcek, was also apart of the soviet sphere of influence meaning it was a communist country. However, when Dubcek took control he wanted freedom and ~~at~~ reforms to make a communist lifestyle better to live. He came up with some reforms in the prague Spring, meaning the secret police was evicted and destroyed so the public didn't have to fear anymore. It also meant less press censorship and voting for elections was allowed. However, when ~~Krushchev~~

Brezhnev found out about these reforms, he invaded Czechoslovakia immediately to ensure the reforms didn't spread to any of the other countries in the sphere of influence, as he didn't want communism to appear weak. Therefore Brezhnev made the Brezhnev ~~of~~ Doctrine which entitled him to invade any country under communist influence if they tried to reform. Due to this they arrested Dubček and took him to Moscow and put him on trial, and released him but he want't to be leader of Czechoslovakia again. Brezhnev appointed the role to someone new, this allowed the Soviet Union to now control Czechoslovakia again as they lived in fear of communism and USSR at threat of invasion.

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 32 MARKS

Examiner Comment: The second part of the answer is a low Level 3 on the importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia and where the AO2 is more secure than AO1. AO2 is placed at low Level 3 because although the analysis of importance is somewhat limited, there are efforts at explanation. AO1 is securely in Level 2 because accurate and relevant information show some knowledge and understanding of the Doctrine and its impact on Czechoslovakia.

Examiner Tip: Candidates should focus on the ways in which the specified aspect in the first part of the statement made a difference to the development given in the second part of the statement.

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 who 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.

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 may be 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.

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 ~~tenan~~tenants-in-chief was to collect taxes. This meant they would collect taxes for the king in their area.

Feature 2

Another feature was proving the king with an army. This meant that when ~~that~~ 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 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 Earls 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 *fyrd*, 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 [redacted] Hardd for many reasons.

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

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

Harolds 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 ~~fake~~ 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 to 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 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 [redacted] Hardd for many reasons.

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

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

Harolds 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 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 guerilla warfare. This is so important because it showed William in control which contributed massively to the future of him as king which influenced the entire country. Therefore, you could argue that this is most 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 core point of Anglo-Saxon accepting him - although though years 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 extents 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 very long-lasting impact and it didn't affect the whole of the country like William's control did on 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/ 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 cemetaries, 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. Aswell as this, many people were worried about this because they were catholic in England at the time was a very religious country, and they worried that if their loved one could not be buried in a cemetary 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 huge 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 those who couldn't 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 Saladins forces were so strong that it was very unlikely that King Richard would've captured Jerusalem in the first place. So Saladins strong forces could've been a reason why the mission to capture Jerusalem failed.

However, King Richard's poor Leadership skills ~~then led~~ 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~~ would 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 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 won by John previously eg Rochester and Dover. This allowed Louis to set a key base for attack and met with Barons in London. Louis had a huge 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 retreated 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 regained the support of Barons and revised the magna carta (something that John had removed as the Pope issued a papal bull against it). William Marshall decisively defeated

Louis at the Battle of Lincoln and Sandwich and retired England as an English. Prince Louis Magna was a large campaign of John getting the Pope to issue a papal bull and void Magna Carta and a key problem she up to and post Johns death in 1216

Another key problem was that England was bankrupt in this period as John as had laid huge taxes over England eg the 'thirtieth' in 1207 and using scutage 11 times during his reign compared to 8 times during Henry II reign which was twice as long. John raised a total of £135,000 to fight wars in Normandy & again lost. 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 early texts they wrote. This debt was made worse by inflation caused by the injection of money from the continent and debasement. These fiscal 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/peasants by ~~Kings~~ Kings is one of the most notable things of Johns reign highlighting that ~~their~~ bankruptcy was a key problem to John.

A final problem was that John was losing the support of his Barons, the ~~role~~ plot of 1212 and the uprising of the Barons highlight this. This was because John had begun to misuse his ability use of power and abused 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.

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.
- Focus responses within the time period if a date range is given in the set question
- Be clear about the various Superpower leaders that are relevant for key events during the period 1941-91
- Link the events used to support the narrative for the given explanation in Q2

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