

Examiners' Report  
June 2019

GCSE History 1HI0 B1

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## Introduction

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

Question 1a follows an identical format to Q1 on Paper 1. Candidates should identify a characteristic of the topic and, having identified a feature, they should add a further detail which will explain the feature or provide context. It is important that candidates understand that the details need to be connected – four disparate facts were limited to a maximum of two marks.

Question 1b is scored out of 12 marks and the mark scheme is identical to Q4 on Paper 1 and Q2 on Paper 3. The question targets the second-order concept of causation. The stimulus points are provided to act as prompts to remind candidates what they have studied. Use of the stimulus points is not compulsory, but where they are used, it should be noted that the mark scheme requires an additional point of content to reach the top of Levels 2 and 3 and for entry into Level 4.

For Q1c, students have a choice between (i) and (ii) and the questions may target any second-order concept. This question follows the same principles as Q5 and 6 on Paper 1. The stimulus points should be useful reminders of the alternative aspects of the issue. It should also be noted that the stimulus points will usually relate to aspects of content rather than directly indicating a factor that should be included; their use is not compulsory. To achieve high marks, there is an expectation that there will be both depth and breadth of knowledge, shown by three discrete points of content being covered.

A good proportion of candidates were able to demonstrate excellent subject knowledge and score within Level 3. Those answers that moved into Level 4 were able to grasp the conceptual focus of the question and provide a supported judgement, based on criteria; this judgement was often evident throughout the answer as well as forming the conclusion, showing careful planning and a coherent line of reasoning. The majority of answers at Level 4 presented a balanced argument but it should be noted that this is not a required structure, as long as the candidate's judgement is in relation to the full conceptual focus of the question.

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

Within section B, Q1a uses a points-based mark scheme, while Q1b and Q1c are marked using a 'best fit' approach applied to a levels of response mark scheme. Progression in Assessment Objective 1 (knowledge and understanding) is shown by the candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in Assessment Objective 2 (analysis) is shown by a candidate's response moving from simple or generalised comments to analytical explanations, showing a line of reasoning which is coherent, logical and sustained. Centres are also reminded that the Indicative Content in the mark scheme does not imply what must be included in a response, nor does it give any expectation as to how candidates are expected to structure their responses. Any valid analysis and detail is rewarded and examiners noted that some candidates demonstrated impressive knowledge and understanding.

## Question 1 (a)

Many candidates were able to identify various features of castles in Norman England, the most commonly referenced were: motte, bailey, palisades, drawbridges and the later use of stone. The vast majority of candidates were able to add supporting information for each valid feature identified such as the bailey providing space for homes and stables, palisades being made of strong wood and mottes being fireproof. Responses failed to score when the given feature was far too vague, such as 'castles were strong.'

1 (a) Describe **two** features of castles in Norman England.

(4)

Feature 1 One feature was the

~~The~~ ← Motte which consisted of mounted land (which was) quick and cheap to build. Within lay a keep which acted as a lookout point and also last line of defense as up 5-7m high.

Feature 2 Another feature was the

~~The~~ ← bailey which was surrounded by the palisade (wooden fence) which ~~is~~ further surrounded by a ditch this protecting those inside, mainly soldiers. This protection was further increased by the placement of castles in strategic points, so could see threats and prepare to defend. e.g. river crossings



This response clearly identifies two valid features; both of which are supported with relevant information.

## **Question 1 (b)**

At Level 4 candidates sustained an analytical focus on the succession crisis after the death of Edward the Confessor which was supported with precisely selected accurate and relevant information. Most candidates explained the sense of crisis with the threat of invasion if the throne remained vacant for too long and the consequent need for the Witan to appoint a new monarch quickly. Most responses then analysed other factors causing the succession crisis such as how the 1064 Embassy incensed William to the extent that he secured the Papal Banner, Edward the Confessor having no direct heir, the rival contenders to the throne with various elements of legitimacy made all the more critical with Edward appearing to have made promises to more than one claimant. Most Level 3 responses understood the concept of a succession crisis and linked this to the arguments of those claiming the throne. Level 2 responses often gave a list-like approach of claimants and detailed the arguments of Harold Godwinson, William Duke of Normandy, Harold Hardrada and Edgar Aethling. At lower Level 2 and into Level 1 some responses lost sight of the focus of the question by narrating the events of 1066 to include the battles of Gate Fulford, Stamford Bridge and Hastings and sometimes tackled the succession crisis with the death of Harold as the starting point. There was sometimes confusion with William of Normandy or Harold Godwinson being cited as the son of Edward the Confessor.

(b) Explain why there was a succession crisis after the death of Edward the Confessor.

(12)

You may use the following in your answer:

- the Witan
- William of Normandy

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

There was a succession crisis after the death of Edward the Confessor as there were many ~~persons~~ <sup>claims</sup> to the throne. For example Harold Godwinson. His claim to the throne was that before Edward died he promised the throne to him. Harold was also a powerful earl and controlled a large amount of land and had the support of the public. This caused a succession crisis as competition <sup>for</sup> to the throne was not a big issue for Harold.



The explanation gives a limited analysis of why there was a succession crisis after the death of Edward the Confessor which mainly focuses on claims to the throne. There is some knowledge and understanding but this is limited to Harold Godwinson. The response is therefore awarded low Level 2.

(b) Explain why there was a succession crisis after the death of Edward the Confessor.

(12)

You may use the following in your answer:

- the Witan
- William of Normandy

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

The most significant reason for there being a succession crisis was the Godwin family. ~~These~~ This was the most powerful family in England and it consisted of some very wealthy people such as Harold Godwin. This was due to them owning half the land in England. Previously Edward had told Harold privately before he died he would be king. His claim was strong because he had the support of the Witan and had been identified by ~~the~~ the king. However due to it being done privately there is doubt as to whether ~~is~~ did identify him. ~~The~~ Edward was married to Harold's brother, so in return he was expecting ~~a~~ to be made king in return. ~~The~~ Because of their power they were able to persuade the king and others into doing what they wanted.

Another important reason for there being a succession crisis was that Edward the Confessor did not have a blood



direct heir to the throne. The reason for this is not certain but it is believed Edward was infertile. Without a direct heir it caused a succession crisis. This was because England was the wealthiest country at that time so being king came with major power and responsibility. As a result many people wanted to be king such as Edgar Aetheling, Haradrada and William of Normandy. All of these had strengths and weaknesses causing a succession crisis.

One more, but less important, reason for a succession crisis was the Witan. This was a group of people - mainly earls and ~~and~~ archbishops who advised the king on making decisions and laws. It was important to have the respect and backing from the Witan because if they don't then all power from the king is lost and conflict arises. ~~usually~~ The Witan did not want a foreign leader as it disrupts the country and slowly the country changes completely.





This response gives an analytical explanation with a line of reasoning which is directed consistently at the focus of the question. There is also accurate and relevant information which is precisely selected to address the question directly. Therefore the response is awarded high Level 4.

## **Question 1 (c) (i)**

Level 4 responses had a precise understanding of the reasons for the failure of the Revolt of the Earls (1075) and its key features and characteristics. At this Level candidates were able to analyse the extent to which the late arrival of the Danes was a reason for the revolt's failure. Candidates were able explain the limited support that the earls received and Waltheof informing Lanfranc. Responses often made links to the climate of fear following the Harrying of the North and the lack of support for Roger and Ralph. At Level 4 and high Level 3 there was a precise awareness of the Viking role, how they raided York and then returned to Flanders. Low to mid Level 3 responses invariably included some analysis of how Waltheof's role in informing Lanfranc contributed to the Revolt being betrayed. There was also an awareness that William had returned from Normandy by this point and at the top of the Level 3 many candidates explained why Anglo-Saxon support was so weak. Level 2 responses tended to narrate the story of the revolt with limited or implicit analysis. Level 1 responses were mainly simple statements that the Danes turned up late which meant there were less men but without further development. Common mistakes consisted of confusing Ralph and Roger with Edwin and Morcar, that the revolt of the Earls was the Harrying of the North or Edgar Atheling being incorporated into their answer.

I ~~partly~~ disagree that the main reason for the Revolt of the ~~the~~ Earls ~~was~~ ~~due to~~ in 1075 was due to the late arrival of the Danes.

The Revolt of the Earls ~~was~~ failed partially because of the late arrival of the Danes, because the rebellion did not have enough support. The Danes often were going to be the main strength of the rebellions in Norman England, because they promised a fleet of ships to aid them. However they often ~~was~~ appeared late or did not appear at all. This left ~~to~~ the Revolt of the Earls with limited strength due to the ~~smaller~~ ~~amount~~ <sup>smaller</sup> amount of soldiers they ~~received~~ had than they were expecting. This deeply affected the effectiveness of the revolt and would lead to ~~the~~ its defeat by the royal army. The lack of Danish support would have also greatly demoralised rebel soldiers and would have caused them to be much less effective fighting due to the lack of hope. This would have led to the failure of revolt, because of how little support was actually given to the ~~the~~

rebel army.

However, the main reason why the revolt of the Earls failed was due to Waltheof who was the Earl of Northumbria. Waltheof was the only Saxon ~~ear~~ Earl to take part in the revolt as ~~the other two~~ Rodger and Ralph were both Norman Earls. Waltheof betrayed the ~~plot~~ of ~~the~~ plan of the revolt to Lanfranc, who was the regent of England at the time, because William was away in Normandy. This caused Lanfranc to know exactly what the ~~is~~ revolt was, and how to prevent it from occurring. Lanfranc sent ~~to~~ the king's royal armies North to intercept the Earls before their armies could join. This would have caused Lanfranc to ~~cause~~ limit the ~~revolt's~~ threat of the revolt, because he could fight the two smaller armies and have a greater chance to defeat them. The armies were defeated and the ~~revolt~~ revolt of the Earls was a failure, due to Waltheof's betrayal of the plot to Lanfranc.

The revolt of the Earls was also a failure because of ~~Lanfranc's leadership~~ the lack

of a clear plan the Earls decided to follow. The plan was very vague and involved Ralph's and ~~Bob~~ ~~Rodger~~ Rodger's armies combining in the North. This allowed Lanfranc to easily intercept them before they could join together, which led to a swifter defeat and failure of the revolt. Lanfranc even sent a letter to the Earls stating that they should stop the revolt and ask for forgiveness from the king to prevent any death from occurring. The Norman Earls ~~was~~ had fathers who aided William in the Battle of Hastings, and could have been forgiven due to the family connections. ~~They could have~~ However the Earls refused and continued with their plan, which could have been ~~changed~~ changed so that they were able to strengthen their armies before they were intercepted, but they did not. This poor plan and decisions ~~with~~ about the revolt led to its ~~own~~ quick ~~failure~~ failure. ~~and~~

In conclusion, I disagree with the statement that the late arrival of the Danes was the main reason for the failure of the revolt of the Earls. This ~~is~~ is because I believe that Wulfstan's betrayal of the ~~revolt's~~ plot ~~caused~~ to Lanfranc

caused the Earls armies to be intercepted ~~as~~  
before they became a larger threat. This caused  
the revolt of the ~~Earls~~ to ~~quickly~~ Earls to  
quickly fail due to Walthecof.



For the first strand of the mark scheme of AO2 the response gives an analytical explanation which is directed consistently at the conceptual focus of the question. There is a line of reasoning that is coherent, sustained and logically structured. For AO1 there is accurate and relevant information which is precisely selected to address the question directly and the response shows wide-ranging knowledge and understanding. For the second strand of AO2 the response processes and justifies the overall judgement made. The response meets all the criteria for Level 4 and is therefore awarded the full 16 marks available.



## **Question 1 (c) (ii)**

Level 4 responses were able to give an explicit analysis of the consequences of the Domesday Book with precisely selected and relevant information. Many high-scoring responses included an explanation of the decision to undertake the survey in late 1085 and as well as the increasing the monarch's ability to raise money, the Book's implications for raising army with increasing knight service, the settling of land disputes, creating a climate of control and reducing the threat of invasion. Most responses in low and mid Level 3 were dependent on the stimulus material and at Level 2 the majority of candidates wrote predominantly descriptive accounts of the survey and/or the type of information the Domesday Book contained with some implicit links to the consequences focus of the set question. Level 1 responses were often assertions about how William gained control or lengthy descriptions of Norman control. Common mistakes consisted of foreigners would read the book and would then want to invade England, that the Domesday Book itself raised considerable funds in terms of sales or that it was produced immediately following the Battle of Hastings.

On one side, it could be said that the main consequence of the Domesday book was that it increased William's ability to raise money but on the other hand the increase in William's political power and military strength could be just as valid consequences too.

I agree with the statement as everyone's land was recorded in the Domesday Book as well as supposed revenues from geld tax from different areas meaning William could be sure exactly how much each region owed him and if an area could cope with an increase in taxation. This meant he had a good idea of the economy of the country and how he could raise money if it was needed for a war or other crisis. This also helped William to gain control of the country as he could threaten tax increases to rebellious areas or raise money to pay for extra ~~Norman~~ defence against Anglo-Saxon attacks.

However, alternatively the main consequence of the Domesday book could be the ~~not~~ political power it gave William as it recorded exactly how much land each person owned. This made it <sup>easier</sup> ~~easy~~ to sort out any legal disputes but mainly meant that William knew exactly how much land could be taken as

forfeiture if the owner did not submit and obey their king. This demonstrates how the Domesday Book aimed to give William the <sup>ability</sup> ~~power~~ to reward and forfeit land <sup>so he had</sup> ~~giving~~ ~~him~~ full control of all <sup>the</sup> land in the country due to the king being head of the feudal system.

Moreover, I also disagree with the statement as a main consequence of the Domesday Book would be the military power it gave William. It recorded how many knights each tenant-in-chief had and what the population was so William could estimate his fyrd numbers. This meant he was aware of the army size he had and alongside the feudal system it meant ~~no one~~ no-one in England could have as large an army as the king.

In conclusion, I disagree with the statement as the political ~~and~~ and military power the Domesday Book gave William were far larger consequences than the ability of William's to raise money. This increase in power helped him to gain control of the country and end Anglo-Saxon resistance.



For the first and second strand of the markscheme the responses fulfil the criteria for Level 4. The response is an analytical explanation which is consistently directed at the focus of the set question. There is a coherent, logical and sustained line of reasoning. For AO1 the response demonstrates precisely selected accurate and relevant information and shows wide-ranging knowledge and understanding of the period. For the third strand of the markscheme the response justifies an overall judgement for Level 3. The overall award is therefore low Level 4.

## Paper Summary

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

- Ensure that you revise content from all the sections on the specification.
- Take care to learn the topic-specific vocabulary and practise using it.
- Use your time wisely – don't write too much for Q1a or include an introduction or conclusion for Q1b. Use the time saved to make a short plan for your response to 1c, where planning and organisation is most likely to improve your mark.
- Demonstrate depth of knowledge by including two or three pieces of evidence in each paragraph, where possible.
- Make clever use of connectives to introduce a sense of debate among the points you make in your essay – 'Alternatively...On the other hand' rather than, 'Another reason...Another reason.'
- When forming a judgement, use criteria to help with this and, when revising, spend some time thinking about what criteria might go with each question style. Short-term/long-term go well with causation and consequence styles, for example, while change and significance styles lend themselves particularly well to considering different groups of people or the nature of the change/impact.

## Grade Boundaries

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