



Examiners' Report

June 2019

GCSE History 1HI0 B3

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June 2019

Publications Code 1HI0_B3_1906_ER

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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 an identical format 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 Q5/6 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 would usually provide 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 'best fit' against a levels 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, 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 are rewarded and examiners noted that some candidates demonstrated impressive knowledge and understanding.

Question 1 (a)

Candidates were asked to describe two features of the opposition of Elizabeth Barton to the Reformation. A significant minority of candidates left this question blank, indicating a gap in subject knowledge around this named individual from the specification.

Candidates who answered the question were generally able to answer confidently, scoring in Level 2 by identifying her background as a nun and her visions of the Virgin Mary and subsequent warnings to the King. Other common responses mentioned her popularity among the population, her meeting with Henry or her arrest and execution for treason. Some very confident candidates were able to explain that she was executed on the day that Londoners were being asked to take the Oath of Succession. Weaker answers were able to reference her Catholic background but often incorrectly stated that she opposed the Dissolution of the Monasteries, an event that took place several years after her death, or that she refused to take the Oath of Succession. A minority of candidates confused her with Elizabeth, Henry's daughter, or Elizabeth Fry, noted 19th century prison reformer.

1 (a) Describe **two** features of Elizabeth Barton's opposition to the Reformation.

(4)

Feature 1

Believed that Henry should not get a divorce.

Feature 2

Had a vision from Virgin Mary, so people believed that it was true.



The candidate has identified two key pieces of information relevant to the question but has not included additional contextual information in either case. Therefore, this answer scores 2 marks.



Ensure that each key fact is backed up with a supporting piece of evidence.

1 (a) Describe **two** features of Elizabeth Barton's opposition to the Reformation.

(4)

Feature 1

Elizabeth Barton claimed she had visions from God about Henry VIII's annulment. She said that God stated that Henry would die "a villain's death" if he got his marriage annulled.

Feature 2

Also, Elizabeth Barton was punished for ~~these~~ these visions, and was put to death. They opposed Henry's wishes, so she was tortured into confessing her visions were false, and then punished for this.



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Examiner Comments

The candidate has provided two features of Barton's opposition and supported each of these with additional information. This response therefore scores full marks.



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Examiner Tip

Responses to this question do not need to be very long: a brief comment with some specific supporting evidence is enough for each feature.

Question 1 (b)

For Q1b, candidates were asked to explain the difficulties Henry VIII faced in getting his marriage to Catherine of Aragon annulled. Answers to this question demonstrated that most candidates had a good grasp of this topic and, at a higher level, were able to apply this knowledge and understanding to create a secure causal web.

Where candidates covered three points of content, these were generally extrapolated from the stimulus points and this was often done very well. Candidates were often able to draw out two points of content from the prompt of Pope Clement VII, explaining both that he was at the mercy of Catherine of Aragon's nephew and that he faced the difficulty of quashing a former Papal ruling. Indeed, many answers at Level 4 were able to skilfully link these two points together to create a logically structured and coherent line of reasoning. The best answers used some impressive subject-specific vocabulary, for example, the concept of papal infallibility. Other popular points of content included Catherine's popularity in England, details of the Deuteronomy/Leviticus debate and Catherine's refusal to agree to the proceedings. At Level 3, candidates were able to explain the importance of two to three of these points but did not consistently analyse why they prevented an annulment.

At Level 2, candidates were often able to provide a narrative of the events of the annulment proceedings, although they struggled to address the conceptual focus of the question. While there was generally good understanding of the role of Catherine's previous marriage, there was occasionally some confusion around which marriage had not been consummated and the bearing that this had on the proceedings, or the familial connection that made the annulment difficult for the Pope. In a minority of answers, candidates failed to focus on the question and spent valuable time writing about why Henry wanted an annulment or the work of Cromwell in breaking from Rome, neither of which were relevant. In these cases it was very difficult for candidates to move out of Level 1.

Most candidates produced a complete response of reasonable length, indicating that the time given was apt to answer the question, although many students included an introduction and conclusion, rather than spending time developing their analysis of their chosen points of content. Overall, this question was answered well in relation to knowledge and analysis.

(b) Explain why it was so difficult for Henry to get his marriage to Catherine of Aragon annulled.

(12)

You may use the following in your answer:

- Pope Clement VII
- divorce proceedings in London, 1529

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

one reason it was hard for Henry to get his marriage to Catherine of Aragon annulled was because of divorce proceedings in 1529. In 1529 everyone was a strict catholic and did not believe in divorce as the bible says "what God has joined let no man separate." this meant that people didn't believe divorce's should be allowed, due to this it was hard for Henry to get an annulment as people didn't believe that it was right.

Another reason it was hard for Henry to get an annulment was Catherine of Aragon. Catherine knew that if her marriage to Henry was annulled, her daughter would lose her claim to the throne. this meant that Catherine of Aragon went to court to try and stop the marriage from being annulled. She used the bible as well as her supporters to try and keep the marriage, causing it to be difficult for Henry to get an annulment as Catherine tried to stop him. She even begged him not to divorce her.

It was also difficult for Henry to get an annulment due to Pope Clement VII. Catherine of Aragon had lots of supporters in Italy, this made it very difficult for the pope to agree to annul the marriage. Due to this, the pope refused to annul the marriage between Catherine of Aragon and Henry VIII. This meant it was difficult to get an annulment because the leader of the church would not give him an annulment and the pope held a lot of power over the church and had more religious power than Henry, making it to be difficult for Henry to get an annulment.



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Examiner Comments

This response covers three points of content but struggles to consistently link these to the difficulties Henry faced, therefore scoring in Level 2 for AO2. The knowledge is sometimes a little thin and the understanding is weaker in places, scoring in Level 2 against AO1. Therefore, 'best fit' marking dictates that this answer scores at the top of Level 2 - 6 marks.



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Examiner Tip

Improve the AO1 level in an answer by adding some specifics. For example, this candidate could have named some key figures who opposed the annulment on religious grounds; been more specific about the bible verse that Catherine relied on; or expanded on Catherine's supporters in Italy.

One reason it was so difficult for Henry to get an annulment was Pope Clement VII. The Pope was worried he might upset Charles V who was Catherine of Aragon's nephew and controlled the land around where the Pope lived. ~~in the~~ Pope Clement decided to drag out the proceedings in the hope Henry might give up, and eventually dropped the case without reaching a final decision. The pope did not want to get involved in the divorce proceedings as he was afraid of offending Henry and Charles V.

Another reason it was difficult for Henry to get his marriage annulled was Henry's lack of a good case why he should get divorced. Catherine of Aragon was liked by the nation and publicly begged him to not get the ~~annulment~~ annulment, which made it very difficult for Henry to argue that they had no feelings for each other. Also, their daughter Elizabeth made it very difficult for Henry to say that the marriage was not consummated - Catherine of Aragon also

had 6 miscarriages which were evidence against the marriage not being consummated. Henry's very weak case for why he should get a divorce meant it was very difficult to get the annulment.

Also, it was difficult for Henry to get the annulment because there were many members of nobility who were in favour of Catherine of Aragon, and did not think the annulment was a good idea. This made it difficult because the nobility were powerful ~~members~~ people in England who would be able to sway opinions in court proceedings due to their large influence over people. The king may have ultimate power over England, but nobility were able to advise and change opinions subtly to make it very difficult for Henry to get his annulment.



ResultsPlus
Examiner Comments

This answer focuses on the concept of the question and shows a line of reasoning that is generally sustained, although the analysis is occasionally left implicit. The knowledge and understanding are good, covering three points of content in a level of detail characteristic of Level 3. This answer was scored at 9 marks.



ResultsPlus
Examiner Tip

Ensure that you fully develop your analysis in relation to the question so that your evidence is closely matched to the idea of causation.

The first reason for ^{Henry's} ~~the~~ difficulty to get his marriage to Catherine of Aragon annulled was Charles V's influence over Pope Clement VII. Charles V was the nephew of Catherine of Aragon and did not wish for her to be labelled a royal mistress due to a marriage annulment. Charles V exerted his power over the Pope when he captured him in 1527 during his invasion of modern-day Italy. This would've made the Pope hesitant to annul the marriage and ~~the~~ a potentially risk his life. ^{Pope Clement VII} He also did not want to admit that Pope Julius X made a mistake by allowing the marriage.

The second reason for Henry's difficulty to get a marriage annulment was the ~~the~~ Blackfriars trial of 1529. ~~In there were~~ ~~opposing~~ ~~statements~~ First of all, the divorce

proceedings were led by Cardinal Campeggio who was sent by Pope Clement VII^{in 1528} to stall the proceedings and essentially not allow the annulment. Wolsey was not given permission as papal legate to lead the proceedings which of course massively affected the result. Also, there ~~was~~ was a ~~st~~ opposing evidence about the marriage and its validity. For example, Wolsey quoted Leviticus - stating that the marriage wasn't allowed by God as you should not marry your brother's wife as Henry did, or your marriage is destined to be fruitless. However, Catherine argued using Deuteronomy in the Bible that ~~st~~ stating that if your brother dies, you should comfort his wife by marrying ~~st~~ her.

A further reason for Henry's difficulty in getting a marriage ~~annulment~~ⁱⁿ was the opposition within his own court as they agreed with the Pope. Important religious figures such as the Bishop of Rochester agreed with Catherine and defended her publically. Henry's own Lord

chancellor - Thomas More also refused to sign documents asking the Pope for the ~~and annul~~ annulment because of his Catholic beliefs which ~~stated~~ ^{stated} that the Pope's word is infallible.



This candidate has maintained a strong focus on the concept of the question throughout and has analysed the material to provide a sustained and logical answer to the question. The evidence in this response demonstrates both depth and breadth of knowledge and understanding, with the key issues explained and evidence with precisely selected content. This response was awarded full marks.



There is no requirement to include an introduction or conclusion when responding to this question, but a brief plan will help you to organise your points coherently.

Question 1 (c) (i)

Question 1c required students to analyse a statement related to a debate from the topic and reach an evaluative conclusion. Where candidates achieved Level 4, this evaluation was most often evidenced throughout the essay, demonstrating linked analysis and showing nuance. Conclusions usually involved discussion of the conceptual focus and a weighing up of the different evidence to reach an overall judgement. Responses in Levels 2 and 3 often included a judgement, but this was often stated or repetitive and did not supply justifications and select criteria that were relevant to the question. These responses also typically failed to display a running judgement throughout their answer, instead giving evidence relevant to the question and not analysing that evidence in relation to the question.

Question 1ci had a causation focus, requiring candidates to explain why Cromwell fell from power. Typical responses concentrated on the impact of the marriage treaty on the relationship between Henry and Cromwell and the extent to which it caused the deterioration of it. Some had rather lengthy descriptive paragraphs on why Henry didn't like Anne of Cleves. At the higher levels, this was often complemented by an explanation of the delicate European political situation and the bearing this had on Henry's need for an alliance with other Protestant nations. The majority of candidates were able to develop the second stimulus point concerning the Duke of Norfolk, discussing reasons such as Cromwell's low birth status, Catherine Howard spreading rumours on Norfolk's orders and, at the highest marks, the closure of Thetford Priory. Additional aspects of content included the move towards Protestantism by Cromwell against the wishes of Henry VIII, the unpopularity of Cromwell's government and religious reforms among the nobles and Henry's deteriorating health. Level 4 answers were often able to explain how the complex interplay of factors led to Cromwell's downfall, Common judgement criteria included that the marriage failure provided the opportunity for all the other factors to come into play and create the conditions for his downfall.

Question 1cii had a consequence focus, requiring candidates to consider the main consequence of the dissolution of the monasteries. This question was the less popular of the two options and a significant minority of candidates scored poorly as a result of failing to concentrate on the conceptual focus of the question: a number of candidates wrote about the causes of the dissolution, rather than the consequences. A common feature of responses at level 2 was a narrative of the dissolution or a focus on the role of the monasteries in the community, often including comments about the medical care they provided or the assistance they gave to vagrants. Higher level responses were able to express the nuances of the poverty caused by the event by, for example, considering the impact on both the clergy and the lay employees of the monasteries and contrast this with the increase in wealth for Henry and some other nobles, or the wide variety of jobs created through the government machinery set up to deal with the legacy of the dissolution. Other popular judgement criteria at Level 4 included considering the short-term and long-term consequences, or considering the impact in different regions of England, using the Pilgrimage of Grace to indicate greater impact in the north and east of the country.

Most candidates produced a response to question 1c, indicating that they managed their time well.

I agree ~~as~~ with the statement to only some extent because although Cromwell's fall from power was initiated by the failure of Henry's marriage to Anne of Cleves, it was also caused by ~~the king's~~ ^{Cromwell's} religious reforms and the influence of the Duke of Norfolk.

The ^{failed} marriage to Anne of Cleves led to Cromwell's fall from power because it greatly angered Henry who thought Anne was not supposed to come to England in the first place. Therefore Cromwell was the main figure ~~in encouraging~~ ^{in encouraging} Henry to marry Anne for many reasons. For example, there were rumors that France and Spain were planning to attack England soon, so England needed an alliance with a state like Cleves, which also moved ~~to~~ away from Rome. More importantly, a foreign queen would mean that she would not have any connections with English nobility that were against Cromwell's reforms, thus, allowing Cromwell to expand Protestant ideas even further. However, Henry greatly disliked Anne of Cleves because of her looks and also because she did not fit into ~~the~~ ^{the} sophisticated

out of England as she lacked any skills like dancing or playing instruments. Cromwell still persuaded Henry to marry her even though he tried to postpone the marriage. This was bad for Cromwell because Henry still could not consummate the marriage. Anne of Cleves accepted it quite peacefully as she was given some property and also a title of the "King's wife". However, for Cromwell the outcome was very bad because it made Henry very angry that Cromwell ~~acted~~ ^{only} acted in his own interests and still persuaded Henry to bring Anne of Cleves to England.

~~the~~
Another cause ~~of~~ of Cromwell's fall was the fact the Cromwell organised many religious reforms that moved England towards Protestantism whereas Henry was a devoted Catholic ~~and~~ and his only reason for ^{aligning} Protestant ideas was that ~~he wanted~~ to move away from Rome in order to get advice with Catherine of Aragon. Cromwell made gradual but considerable reforms such as the Act of Ten Articles in 1536. This only made three of the seven sacraments valid and it was the first attack on Catholic beliefs. Then it was followed by the first set of Royal Injunctions that told priests to discourage Catholic practices such as

pilgrimages. Cromwell's other reforms like the
Bishops book in 1537 and the second set of
Royal injunctions again moved England
towards protestantism by introducing English
translation of the Bible. It was evident that Henry
disliked these reforms when he published
the six Articles in late 1530, ~~and~~ where he
supported transubstantiation ~~and~~ The differences
in Cromwell's religious beliefs ~~and~~ played an
important role in Cromwell's fall because Henry
needed ^{people around} ~~to please~~ ~~to~~ him to agree with him
on all matters, thus influencing him in ~~being~~
~~even~~ not disappointed in Cromwell.

However, the ~~main~~ main reason for Cromwell's
fall was the actions of ^{the} Duke of Norfolk. This
was because Cromwell's reputation was already
damaged for Henry, so Norfolk was able to easily
persuade Henry to execute Cromwell. Norfolk
greatly disliked Cromwell not only because of
his low birth but also because Cromwell ~~still~~
continued to receive some titles even after ~~the~~
Anne of Cleves marriage and his religious reforms.
This made him determined to make him fall from
power. This was achieved because Norfolk ~~was~~ was
able to persuade Henry that Cromwell was

planning to make England completely protestant which made Henry angry. More bad rumours were spread about Cromwell and despite the fact that he tried to damage Norfolk's reputation by claiming he has a sweating disease, Henry already decided that Cromwell ~~should~~ must be executed.

In conclusion, ~~the main~~ ^{the main} reason for the fall of Cromwell could not be the religious reforms or ~~the~~ ^{Henry's} failed marriage because after that, Cromwell was still awarded titles. It therefore must have been Norfolk because he was able to persuade Henry ~~that~~ that Cromwell would damage England ~~and~~ and it ~~was~~ ^{was} the last straw for Henry after he was already disappointed by Cromwell's reforms and his failed marriage to Anne of Cleves.



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Examiner Comments

This response demonstrates wide-ranging knowledge and includes some very specific details, such as Cromwell's religious legislation. The candidate uses clear criteria in the conclusion to make an evaluative judgement and, while the line of reasoning could have been more explicit throughout, this answer achieves Level 4 against each of the strands. Therefore, under the principles of 'best fit', it was awarded 16 marks.



The best answers will make the overall answer to the question clear at the start and use the subsequent paragraphs to exemplify why that judgement is correct, referring back to it to build a convincing and sustained argument.

I agree that the main reason for Cromwell's fall from power in 1540 was the failure of Henry's marriage to Anne of Cleves. Cromwell had a painting of Anne made for Henry and Anne looked beautiful, one of the reasons Henry wanted to marry Anne. When Henry met Anne he discovered she wasn't like the painting and looked like a horse. From this Henry was really angry and started losing trust in Cromwell. If Anne had been as seen in the painting, then Cromwell wouldn't have lost the king's trust and remained with his power.

However, I disagree that the main reason for Cromwell's fall from power was because of the failure of Henry's marriage to Anne of Cleves. The Duke of Norfolk played a big part in Cromwell's downfall.

The Duke of Norfolk hated Cromwell, so he started to spread rumours about Cromwell. He said that Cromwell wasn't working hard and that he wanted to change all of England protestant, neither were true but Henry was already angry and so he believed them. If the Duke had not of done ~~the~~ this then the king wouldn't have been even more angry at Cromwell and he could have not fell from power.

Again, I agree that the main reason for Cromwell's fall from power was the failure of Henry's marriage to Anne of Cleves. This marriage created an alliance for Henry making England more powerful. However, when Henry realised what she looked like it was too late. Henry wanted an ally but didn't want to marry Anne. This means when their marriage failed Henry lost an ally meaning

England was alone again. If the marriage had been a success then Cromwell wouldn't have fell from power, Henry also loved having power so for that to be taken from him angered him.

In conclusion, I partly agree with that statement. Henry's ~~AA~~ marriage to Anne of Cleves failing did ~~make~~^{play} a part in the reason for Cromwell's downfall. However, The Duke of Norfolk also played a big part in Cromwell's fall from power by spreading the rumours.



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Examiner Comments

This response develops the two stimulus points to a limited extent, linking them with the conceptual focus of the question but without sustained reasoning. The candidate has added more contextual information to stimulus points but has not included a third point of content. Therefore, this response was pegged at 7 marks.



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Examiner Tip

Include three points of content in your answer to reach the top of Levels 2 and 3 and for access to Level 4.

Question 1 (c) (ii)

The general comments for Q1ci apply to this question.

The dissolution of the monasteries lead to a large increase in ~~in~~ poverty. Over 8,000 monks and nuns were made homeless. This was a serious issue as now none of them have jobs or a home therefore they are living on the streets in poverty. This was a major consequence.

Another consequence of the dissolution of monasteries is that 300 small and 500 big monasteries were shut down. This meant there was a large ~~waste~~ waste of land and time. However for Henry it was all monetary. He got alot of money for selling the land or privately. But for the monks and nuns this was devastating as all they worked for has been destroyed and taken away from their possession.

Another major consequence is that the monasteries did a large amount of charity work. They would provide warm shelter and food for homeless people and they would also teach some people how to read. This was a very important part of the monasteries and it benefitted society a lot. Therefore due to the closure of the monasteries homeless people were kicked out and many died due to that. This was a very significant consequence.

The pilgrimage of ~~the~~ Grave was a major consequence. This was when 30,000+ people met up and went on a pilgrimage to try and kill Henry. This was a very big consequence as it threatened the king's life and it caused many people to die.

I agree to a full extent that poverty was the main consequence to the dissolution of the monasteries. I think

this because many people around the whole country were affected by it and it had a long lasting negative affect. Also it leads to the Pilgrimage of Grace. therefore its the most impactful -and the main consequence.

Another consequence of the dissolutions of the monasteries was that the land was no longer being used for the benefit of the people. It was sold off to rich men who would use it to profit for their own good. this had a negative affect because that land could've been used by many people, and could've been used more effectively. this was a negative consequence however not the most significant.



The response has been organised as a series of consequences with a conclusion added as the penultimate paragraph, rather than carefully sequenced to exemplify the sense of debate that the candidate is trying to express. This means that the answer has been graded at Level 3 against the AO2 strand. The knowledge and understanding are wide ranging though sometimes lacking in precise detail, placing this answer in Level 3 for the AO1 strand also. The judgement has some justification but the criteria used are implicit. Therefore, this response scored at the top of Level 3 – 12 marks.



Plan your answer before you start writing to help you organise your points into a coherent, logically structured essay.

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.
- 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

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

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