

Examiners' Report  
June 2019

GCSE History 1HI0 B4

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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 theatre in Early Elizabethan England. It was pleasing to see that the vast majority of candidates attempted to answer this question. Many answered confidently, most commonly including the different seating arrangements for rich and poor, and the use of men in female roles. Other common approaches discussed the physical space of the theatre or the nature of the plays that took place there. The best answers were able to demonstrate good subject-specific vocabulary, such as 'groundlings' and 'the pit'.

A significant minority of candidates wrote about Shakespeare or the Globe Theatre, which is unfortunately not permissible content under the date range of the specification. Some of these had already explained a clear point, and were just using Shakespeare as an additional example, so were still able to gain credit. However, many based one feature on the fact that Shakespeare was writing, or chose to talk about the different genres of his plays. There were also a large number that mistakenly said the theatre was only available to the rich.

1 (a) Describe **two** features of the theatre in early Elizabethan England.

(4)

Feature 1

One feature of the theatre in Elizabethan England was separate sections for rich and poor people.

Feature 2

Another feature of the theatre in Elizabethan England was that it provided entertainment and served as an effective pastime.



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.

### Feature 1

~~The~~ One feature of the theatre was that it grew increasingly more popular. This is because more plays were being written especially more comedy's.

### Feature 2

Another feature of the theatre is that it was available to anyone. The higher in the social hierarchy you were the better seats you got. For example nobles had the best seats.



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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.



**ResultsPlus**  
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 why Raleigh's first colony in Virginia failed.

Most candidates were able to accurately develop from the stimulus points. The stimulus points were sometimes weakly developed, with candidates suggesting that the wreck of the Tiger led to the colonists being unable to return to England, or that the native population were hostile from the point at which the colonists arrived. Better answers demonstrated a good knowledge of the issues caused by the wreck of the Tiger and the subsequent loss of food and seeds, and that the native population were at first friendly.

Other common inclusions covered the wrong mix of people, the late arrival leading to a lack of time to plant crops, poor leadership and a refusal to work together. At the higher levels, some very detailed knowledge was shared, for example the number of settlers who sailed with the expedition, or the name of the Algonquian chief, Wingina. Weaker performance at AO1 was usually exemplified by vague or incorrect development of correct facts: a number of candidates recalled that the settlers were all men and inferred that the failure of the colony was a result of the inability of the settlers to breed, for example, or suggested that there were not enough stone masons when in reality there was a lack of stone for them to work with.

A feature of many answers at Level 4 was a chronological arrangement of the three points of content. The best answers were able to skilfully link the points together to show the worsening conditions faced by the settlers and show a logical causal chain of circumstances that made their presence at Roanoke untenable. 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 voyage and settlement, although they struggled to address the conceptual focus of the question. A few confused the first and second attempts at colonising Virginia, writing about the disappearance of the colony at Roanoke; however these answers were relatively rare. There were a disappointing number of blank responses.

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

(b) Explain why Raleigh's first colony in Virginia failed.

(12)

You may use the following in your answer:

- the native Algonquians
- damage to the ship, *The Tiger*

inexperienced  
colonists  
long barriers

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

One reason why Walter Raleigh's colonization failed was because of <sup>unrealistic expectations</sup> inexperienced ~~colonists~~. Raleigh's aim was to acquire 300 men and women but ~~his~~ he was only able to obtain 107 men and no women. Therefore his expectations were unrealistic and this already put them in a disadvantage as they did not even have up to almost half of the people required. This was one reason why his colonization failed.

Another reason why his circumnavigation failed was because the colonists were inexperienced. The people who Raleigh managed to obtain were only focused on the money and rewards that they would receive and they were therefore not prepared to do the ground work. This mindset of the colonists limited the colonization significantly.



Moreover Raleigh's colonization was also a fail because they set out during the winter time ~~to~~ and the ~~food~~<sup>crops</sup> ~~was~~ were not fully harvested. In addition the ship that they used received damage which harmed their food as a lot of it got spoilt. This was another reason why it failed.

Lastly the reason why it failed was because there ~~was~~ were language barriers between Raleigh's group and the Algonquians. Therefore it would be difficult for them to communicate which put them at a great disadvantage as they would not be able to get them to do what they ~~did~~<sup>wanted</sup>.

All these factors are all a contribution to why the circumnavigation failed.





This response covers several points of content but struggles to consistently link these to the difficulties faced by the expedition. The first point is relevant to the topic, but not the conceptual focus of the question. It therefore scores 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.



Consider how the different points of content used combined to lead to the failure of the expedition. For example, this candidate could have linked the two points made in the third paragraph, regarding lack of food, to explain that the colonists were starving and had no choice but to return to England.

One reason Raleigh's first colony in Virginia failed was due to the fact that the boat they had been using to travel 'the tiger' had been damaged. This meant that many of the colonists' resources had been ruined, and they no longer had a food supply. This led to them having to return early into the <sup>colonisation</sup> ~~voyage~~ since they simply did not have the resources needed to survive.

Another reason as to why Raleigh's first colony in Virginia failed was due to the native Americans. Upon reaching Virginia, ~~the~~ the colonists had met a tribe of natives, who at first seemed friendly. However, the natives thought that the colonists had begun taking too much from the land.

and refused to help concerning their trade deals. This led to a lack of resources and soon they had decided to go and bring to take from the land again. The natives then attacked them and they fled from Virginia.

Finally, Raleigh's first colony had also failed due to the season they had arrived in. When the colonists had arrived in Virginia, the seeds that they had brought with them did not grow due to being out of season. This left them with no food and only the option to leave and return with more goods.



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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 and showing a particularly good understanding of the worsening relations with the native population. This answer was scored at 9 marks.



Ensure that you fully develop your analysis in relation to the question so that your evidence is closely matched to the idea of causation. Consider how you will organise your points – this candidate would likely have moved into Level 4 if the response had shown the interplay of difficulty caused by the late arrival and the souring of relations with the native Algonquians.

~~The~~ Raleigh's first colony in Virginia failed for a number of reasons. One of which included the fact that the colonists were unable to set up/sustain a strong farm. Raleigh wanted at least 300 colonists to be sent to Virginia, but instead only 107 were sent over. Very little of these colonists were farmers, but even the farmers that were sent to Virginia refused to farm for the other 'higher classes' as they were promised land for their own to farm; they weren't going to be used for cheap labour. This left inexperienced soldiers, merchants etc. unable to farm for themselves.

There ~~was~~ <sup>were</sup> also other reasons limiting farming. Firstly, the voyage to Virginia was delayed, meaning that by the time they arrived the conditions (weather, season etc) were not suitable for farming. Secondly, during the voyage, the colonists



largest ship, The Tiger, sustained damage to its hull, causing the lower decks to be flooded. In the lower decks was stored food for the colonists, but also the resources needed to start a farm.

Farms could not be made, so this made the colonists dependent on the food they brought with them, ~~so~~ but mainly dependent on the ~~the~~ native Algonquians <sup>who</sup> ~~for~~ supplied food. The leader of the Algonquians, Chief Wingina, was at first welcoming to the colonists. But soon he turned on them, as the colonists were draining the natives resources, but he also turned on them due to his own superstitions.

When the colonists arrived from England, they had brought along common disease as well; disease that could not be found in Virginia. The disease spread to Wingina's people, causing many to become ill and die. Wingina saw this as magic, and believed the colonists served an evil God as as soon as the colonists arrived, the natives suddenly

started dying.

Other members of the colonists included merchants. They were promised by Elizabeth that they would find rare raw materials in Virginia, like raw metals, that they could then sell for a high price. They were annoyed when they found no rare materials waiting for them. Other specialists like bakers and weavers, were left with nothing to do as even though they were skilled in their arts, they lacked the basic materials needed to do their jobs.

Inexperienced colonists (farming-wise), ~~delayed~~ delaying in departure, loss of resources from the Tiger and the turning of the natives can all be blamed for the reason Walter Raleigh's first ~~experiment~~ colony in Virginia failed.



**ResultsPlus**  
Examiner Comments

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 with some impressive links across the points made. The evidence in this response demonstrates both depth and breadth of knowledge and understanding, with the key issues explained and evidenced with precisely selected content – sometimes two or three pieces per point of analysis. 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. Adding a second brief point of content to support an analytical point, for example about the colonists being unable to grow crops, will help to demonstrate excellent subject knowledge.

## **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 and change focus, requiring candidates to evaluate the extent to which the attitude of the Papacy was responsible for growing Catholic opposition across Elizabeth's reign. Typical responses concentrated on the presence of Mary, Queen of Scots as a viable Catholic alternative monarch and were able to develop this stimulus point with detailed explanations of the plots surrounding her. At the higher levels, this was often complemented by an explanation of Elizabeth's perceived illegitimacy and the proposed marriage between Mary and Norfolk, with the multiple facets of the threat Mary posed carefully arranged to show the growth of opposition. Many candidates were able to explain the impact of the Papacy's excommunication of Elizabeth and also reference other actions taken against her, for example, banning Catholics from attending church services. Additional aspects of content included the initial impact of Elizabeth's religious settlement, the increasingly harsh treatment of English Catholics and relevant aspects of Elizabeth's foreign policy, for example her support of the Dutch Protestant rebels. Level 4 answers were often able to explain how the attitude of Catholics towards Elizabeth rose at key points during her reign. Common judgements included Mary, Queen of Scots, being a focal point of opposition and the fact that plots ended after her execution, or that the Papacy could have triggered them in the first place with the excommunication and subsequent support for plots. Weaker answers often incorrectly extrapolated from the stimulus points, for example by suggesting that excommunication was a problem Elizabeth had with communicating with her subjects; or focused more generally on the problems Elizabeth faced. However, there were very few answers to this question that showed no knowledge at all – most were able to make at least one relevant point, even if this was very vague.

Question 1cii had a significance focus, requiring candidates to evaluate the achievements of Drake throughout Elizabeth's reign. This question was the less popular of the two options but was generally well-answered when it was attempted, with the majority of candidates able to recall three points of content relating to Drake's achievements. Even the weakest answers usually correctly named events that involved Drake, even if this lacked the specific detail, and were therefore able to gain at least some credit; where candidates were unable to reach higher levels, this was often due to limited analysis in relation to the conceptual focus of the question. A common feature of responses at level 2 was a narrative prompted by the stimulus points, along with, most commonly, Drake's circumnavigation. Higher level responses included some very impressive, precise knowledge and understanding, with strong analysis of links and explanation of significance. Some candidates were able to recognise the interplay of Drake's actions in provoking the Spanish and use this when considering his most significant achievement. Other popular judgement criteria at Level 4 included weighing up Drake's personal gain from his achievements against the benefit for the Crown and for England, with the latter considered to be more significant.

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

The attitude of the papacy was a reason why Catholic opposition ~~to Elizabeth~~ to Elizabeth increased in the years 1559-88, but was not the main reason as other problems did occur which were more effective.

One of the main reasons of the Catholic opposition was due to Mary Queen of Scots. She was Elizabeth's relative, cousin, but was a Catholic.

This was a problem as Elizabeth was Protestant and also the ruler of England, so when Mary came over as she was ~~at~~ splitting from her husband, Elizabeth knew she was going to have a lot to deal with. Therefore Elizabeth imprisoned Mary which left the Catholics upset and angry and ~~lead~~ led to an increase in Catholic opposition.

Another reason was when Elizabeth came to the throne the majority of England was Catholic. This didn't go very well with Elizabeth as she was heavily Protestant and therefore wanted her

own country to be along side her with the same religion. This caused opposition because Elizabeth was asking ~~th~~ Catholics to change their beliefs and rituals. This caused a lot of hatred towards Elizabeth leading to the increase in Catholic opposition.

One more important reason was the execution of Mary Queen of Scots. Mary Queen of Scots was executed because of the several plots she had planned to do to kill her own cousin Elizabeth, ~~th~~ Mary wanted to do this as she wanted to make ~~her~~ Catholic people happy. Elizabeth, after much persuasion, decided she'll have to kill her as putting her in prison didn't teach her a lesson the first time. This caused Catholic opposition as Elizabeth just ~~R~~ murdered the Catholic 'leader' but it's the risk Elizabeth had to take.

In conclusion to this there a lot of more important, main reasons on why there was an increase in Catholic Opposition to Elizabeth in the years 1559-88, and the main cause was Mary Queen of Scots and her Catholic ways and plots.



The candidate has used the stimulus point to develop two separate points of content in relation to Mary Queen of Scots – her presence in England and her execution; however, in each case the content is vaguely linked back to the conceptual focus of the question, leading to a weaker performance against AO2. There is a third point of content, relating to Elizabeth's illegitimacy, which means that this response can score at the top of Level 2. Against AO2, the weak links back to the question and lack of follow-through in the explanation holds this response in Level 2. Therefore, this response was awarded 8 marks.



Add a little extra to the concluding sentences in your paragraphs to ensure that you have explained the link to the question, for example, 'This increased Catholic opposition because...'



I agree that the attitude of the Papacy was ~~one~~ one of the main reasons to why the catholic opposition towards Elizabeth has increased. The papacy stated that Queen Elizabeth has been excommunicated from the catholic church. This led to more opposition from the Catholics within her country and Spain and France started hating Elizabeth, Elizabeth wasn't part of the church anymore so she wasn't seen a Queen that should rule the country and ~~not~~ instead more people wanted her causing Mary Queen of Scots to be the Queen as she was catholic and the catholics thought that the God has sent Mary Queen of Scots to be their Queen and so they have rebelled against Elizabeth.

Another reason why the catholic opposition ~~has~~ against Elizabeth has increased was because Elizabeth was protestant and every catholic wanted Mary Queen of Scots to be the Queen as she was catholic. People wanted get rid of Elizabeth and put Mary Queen of Scots on the throne so much that people created 4 plots that were a threat to Elizabeth because they all wanted

to get rid of her from the throne. The plots were: The Northern Earls Revolt, the Ridolfi plot, the Throckmorton plot and the Babington plot. The biggest threat to Elizabeth was the Northern Earls Revolt as 10000 Catholics went from the north to the south but on the way they got into a cathedral and destroyed it but Elizabeth managed to raise an army and defeat them. In the Babington plot Cecil and Walsingham so Elizabeth's spies have found secret letters to Mary that wanted to execute Elizabeth and it led to the execution of Mary Queen of Scots.

Another feature why the Catholics were repelling against Elizabeth was because of the Royal ~~Function~~ Crucifix controversy. The crucifix controversy was a conflict between the Protestants and Catholics about the crosses with Jesus on them, the Catholics wanted to keep them but the Protestants wanted to get rid of them and wanted plain crosses. Queen Elizabeth got rid of the crucifixes because she was Protestant which led to many Catholics and Bishops repelling against Queen Elizabeth.



Overall, In my opinion ~~popery~~ Even though that the Catholics wanted Mary Queen of Scots on the throne the main reason why there was a major increase in Catholic opposition towards ~~the~~ Elizabeth was because of the papacy as she got banned from the Church and the Catholics did not see Elizabeth as a true Queen.



The response has been organised as a series of causes with a brief conclusion, 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 is present but lacks supported justification. Therefore, this response scored in Level 3 – 11 marks.



Plan your answer before you start writing to help you organise your points into a coherent, logically structured essay. Make thoughtful use of connectives to demonstrate the sense of debate that is usually present in historical topics.

## Question 1 (c) (ii)

Chosen question number: Question 1(c)(i)

Question 1(c)(ii)

Although it is undeniable that the Raid on Cádiz was a great achievement, when compared to Drake's ~~own~~ other achievements, (e.g. his circumnavigation of the world and his victory against the Spanish Armada) the Raid on Cádiz declines in significance making the statement easy to disagree with.

On the one hand, the Raid on Cádiz does hold some significance in that it had a large effect on the subsequent plans for the Spanish Empire.

During the 'singeing of the king of Spain's beard', Drake destroyed around 30 Spanish ships harboured in Cádiz, attacked various provisions, disrupted the Spanish and Portuguese coasts and stole wealth from the Azores. The result of these actions was that the Spanish Armada was delayed for around a year (with Drake's attack occurring in 1587 and the Spanish ~~fleet~~ fleet approaching in 1588); the Spanish <sup>also</sup> lost wealth and ~~that~~ Elizabeth and the Crown grew in wealth and Drake grew in influence.

Although at first this ~~opinion~~ appears to be a great

achievement, the Raid on Cádiz would not hold any significance if it was not for the Spanish Armada and thus Drake's victory over them. Following years of tension between England and Spain due to provocation and conflicting religious ideology, King Philip II decided to launch an invasion of England however the defence made by Drake resulted in its failure (an event which holds arguably much more gravitas than Cádiz as the Armada had the potential to result in England becoming a Spanish nation). Drake employed various tactics due to his privateering skills and knowledge of the sea; although Spain outnumbered the English ships, Drake took advantage of the slow moving and slow firing vessel formation of the Armada and employed a tactic of using a line formation to attack the fleet from behind and going as far as lighting his own ships on fire to disperse the Armada proving his skills as a privateer. Arguably, this is the most significant achievement when regarding Drake's significance in warfare.

On the other hand, Drake also had significant personal achievements, the greatest being that Drake was the first English man to circumnavigate the world. Drake sailed the eastern coast of South America and

## ~~challenges~~ Challenges

endured many ~~challenges~~ including the stormy weather of the Strait of Magellan which left him with one ship 'The Golden Hind' after 'The Elizabeth' was lost and another <sup>Santa</sup> ~~ship~~. Along the way up the western coast, Drake seized a large bounty of Spanish treasure through attacks on Spanish colonies like Mocha and the sacking of Spanish ships like Cacafuego. Upon reaching California (which he named Nova Albion, 'New England') he decided to traverse Oceania opposed to visiting the dangerous Peruvian coast again; during this journey he struck spice deals with the king of the <sup>Philippine</sup> ~~Peruvian~~ archipelago and also made various geographical discoveries (like Java being an island not a subcontinent) which expanded the knowledge of the world.

In conclusion, although the Raid on Cadiz was an important moment in English/Spanish relations, it was not Drake's most significant achievement. His victory of the Spanish Armada was a enormous achievement which marked the conclusion of the Spanish threat and could very much be considered his most significant achievement as it asserted England's dominance as a Protestant country in Catholic Europe (having many religious consequences like many

ignoring Pope Pius V's excommunication of Elizabeth as the victory proved that she had 'God's favour') and also proved the flaws in the Spanish Empire.

Regarding other achievements, Drake's circumnavigation is a close contender to be his most significant achievement due to geographical and personal gains however it does not have as great an impact on England, as the Armada had a much greater national influence.



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Examiner Comments

From the outset, this response is organised according to the judgement criteria laid out by the candidate, and each point of content is assessed against the criteria in a balanced way throughout the answer. The candidate has made some sophisticated points about the nature of a significant achievement, showing a good grasp of the relevant second order concept. This response demonstrates wide-ranging knowledge and includes some very specific details and achieves Level 4 against each of the strands. Therefore, under the principles of 'best fit', it was awarded 16 marks.



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Examiner Tip

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.



## 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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