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In History (1HI0)

Paper B1: British depth study

B1: Anglo-Saxon and Norman England,
c1060–88

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PE Report Paper B1

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 Question 1 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 Question 4 on Paper 1 and Question 2 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 Question 1c, students have a choice between (i) and (ii) and the questions may target any second-order concept. This question follows the same principles as Question 5 and Question 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.

This question also requires a judgement to be made. 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. Level 3 answers

often had good sections of analysis and argument but this was not sustained throughout the answer.

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, Question 1a uses a points-based mark scheme, while Question 1b and Question 1c 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 students were able to identify various features of the fighting at the Battle of Hastings. The most common references by candidates were: the positioning of Harold's army on top of the hill, the Saxon shield wall, the Norman feigned retreat, and the length of the battle. The vast majority of students were able to add supporting information for each valid feature. However, a number of responses were able to provide valid features but were unable to add supporting detail. Where responses failed to score, it was generally because the given feature was too vague or because the answer confused details about the two leaders and their armies eg The Anglo-Saxons were at the bottom of the hill.

1 (a) Describe **two** features of the fighting at the Battle of Hastings.

(4)

Feature 1

The shield wall was used by Harold whereby his soldiers would stand in a line with overlapping shields. ~~This was~~ It was an old tactic but very effective as it took William some time to break through it. The shield wall would protect Harold's arm from arrows and ^{shot} William's army attacking. ~~from~~ It also weakened William's troops

Feature 2

The feigned retreat used by William's army. One part of his army would pretend to surrender or run away hoping that Harold's army would be less disciplined and run after them, breaking their shield wall. The William's troops would come from the side and slaughter them

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

Question 1 (b)

For Q1b, students were asked to explain why William had a bad relationship with his son, Robert. At Level 4, students were able to sustain an analytical focus towards the question. Students were most often drawn towards using both the stimulus material points and were able to extrapolate from them to address the focus on causation. Candidates also provided a third cause of dispute between Robert and William. The most common examples of additional causation included the role played by William favouring Robert's younger siblings, pranks played on Robert by his younger siblings and the role of the King of France in supporting Robert's rebellion.

At Level 3 students were able to provide a line of reasoning but they could not sustain it throughout the answer and occasionally lapsed into a narrative. Some students produced focused answers but were unable to achieve the highest levels as they failed to go beyond the stimulus material. Centres are reminded that marks are capped in Levels 2 and 3 and answers cannot access Level 4 if the answer does not go beyond the stimulus points.

At Level 2 students were able to give a narrative of the disagreement between William and Robert based on points such as Robert wanted to control Normandy or the fact that William didn't think Robert was strong enough to rule either Normandy or England. Answers in this level often stayed with knowledge linked to the stimulus material. Any analysis or explanation that was provided was often implied rather than explicitly directed towards the question.

There was a significant number of students marked at Level 1. Their responses were only able to provide generic statements about the relationship such as Robert rebelled against William.

There was also confusion over rebellions, conflating the one between Robert and his father, William I and the later rebellion between Robert and his brother, William II. Some students were unable to differentiate between the different characters in the story and whether they were or were not relevant to this particular question. There are also answers that believed the disagreement between Robert and William led to the Battle of Hastings.

(b) Explain why William I had such a bad relationship with his son, Robert.

(12)

You may use the following in your answer:

- Normandy
- rebellion

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

Though Robert was a good warrior, William did not care much for him - as evidenced by their constant feuds. There were a few reasons why their relationship had soured.

Firstly, Robert had to raise. In typical Norman society, the eldest son inherited all of his father's estates, ~~to~~ gaining all his wealth and power. However, William had only named Robert as the heir of Normandy; ~~William could have been~~ ~~giving~~ ~~him~~ ~~the~~ ~~country~~ ~~he~~ ~~felt~~ ~~was~~ ~~less~~ ~~rewarding~~ (since England was a vast and rich country). Robert clearly considered it the latter, for he was appalled he hadn't received both - and had ~~solely~~ ~~acquired~~ ~~the~~ ~~duchedom~~ ~~and~~ ~~the~~ ~~kingdom~~. ~~Robert~~ ~~was~~ ~~appalled~~ ~~it~~ ~~didn't~~ ~~make~~ ~~sense~~ ~~to~~ ~~Norman~~ ~~either~~, since a different leader in England to the one established in Normandy meant that they would have to pay both. Furthermore, if a dispute ~~occurred~~ ~~between~~ ~~the~~ ~~two~~ ~~rulers~~, then they did not know who to obey. All of this considered, Robert considered it an offence that he had not been granted England too, and grew further resentment ~~to~~ for his father.

Secondly, while made Robert's lack of inheritance ~~clear~~
in England worse, it that William clearly had something else
in mind. He had expressed a desire for his son
William Rufus to be crowned king. He did not explicitly name
him as his heir, since all the ~~previous~~ succession problems in the
past had made him weary to declare anyone. Instead, he believed
only time would tell, and that God would decide course. The
~~strong~~ ^{at Rufus} ~~strong~~ preference for William influenced Robert, especially
considering that William Rufus was his younger. It damaged
Robert's relationship with his father further, since it was now clear
that William did not think Robert was capable of the kingdom
that required more effort and control than (due to Anglo-Saxon
resistance).

This anger at his brother led to many problems with his father.
The biggest was perhaps in ~~1079~~ ¹⁰⁷⁵ when, following a practical
his younger brother's William and Henry had pulled on Robert,
Robert demanded some sort of justice. He did not believe that
their father had adequately punished them to the point that
he began a whole rebellion over it in Normandy. Enraged by this,
William rode out to meet his son in battle. William was not at
the point, and not in the best condition; Robert was not his
own father, leaving him watching on the ground and unable
to get up. ~~William made the mistake~~ He humiliated William only
displeased his son more for this and it could have possibly

proved to him that Robert was too easily influenced, untrustworthy
impulsive and rash, to inherit England. What made the matter
worse was the betrayal that he faced from his own wife Matilda
who had discreetly been sending Robert money which had supported
him. Though she managed to retrieve them, the outright rebellion
that Robert had initiated was the biggest damage to their
rebellion.

Examiner Comment: There is a clear line of reasoning throughout this response towards the question. It also has clear explanation which is constantly directed towards the question. Therefore, A02 is marked at L4. The answer also consists of precisely selected knowledge. It goes beyond the stimulus material and has three aspects of content so A01 was also marked at L4. Overall, this is a Level 4 response.

Question 1 (c) (i)

For Q1ci, students were asked to judge whether control of land was the main reason the House of Godwin had so much power. At Level 4, responses had a precise understanding of the different causes of the Godwin's power. They were able to analyse the effect of landownership, especially the importance of earldoms, as well as analysing other key causes such as political marriages, a close relationship with the King Edward, military power and wealth. Some answers demonstrated a sophisticated judgement by showing how landownership led to political marriages, control of the thegns and a huge increase in wealth and it was this that allowed Harold Godwinson to become a contender to the throne and to go against the wishes of Edward the Confessor when Tostig rebelled.

At Level 3 students were able to provide a line of reasoning but some were unable to sustain their explanation towards the question and their argument then became a narrative. Some students provided a focus argument but were unable to achieve the highest levels as they were failed to go beyond the stimulus materials. Some answers contained good analysis but were let down by their lack of judgement as their conclusion failed to develop a consistent argument.

At Level 2 students were able to give a narrative based on some specific examples of Godwinson's power. These were usually linked to the stimulus material eg students

were often aware of Edith's marriage to Edward the Confessor and of Harold Godwineson's position as the Earl of Wessex, the largest Earldom in the country. Any explanation that was provided was often implied rather than explicitly addressing the question. Some answers with good understanding were in L2 as they were able to provide a line of reasoning, but they were unable to provide supporting evidence.

There was a number of students marked at Level 1. Their responses were only able to provide generic statements about land or marriage which did not show an understanding of the question or the time period. These answers also failed to provide any specific details.

The house of Godwin were rich and powerful because of their ~~estate~~ earldom and the marriages to important ~~people~~ ~~people~~ people.

The house of Godwin had so much power because of ~~Wessex~~ Wessex. Wessex is an earldom and the Godwins were the ~~earls~~ earls of Wessex. Wessex is the earldom that earned the most money out of all the earldoms. The more money you had the ~~bet~~ more power you had in Saxon England.

Another reason why the Godwins had so much power is because of the marriages and who they were married to. The Godwins married important people thus increasing their ~~importance~~ importance and power in Saxon England.

A ~~third~~ ~~three~~ third reason why the Godwins had so much power is because of how close they were to the King of England at the ~~time~~ time. The Godwins were as powerful and closest to the King this would also increase the power to the Godwins making them the second most powerful people around.

In conclusion I partially agree with the statement because having Wessex was a contributing factor to their power. The other reasons was because of who they married and how close they were to the king of England.

Examiner Comment: There is a clear line of reasoning in this answer towards the question. The candidate is able to go beyond the stimulus material, identifying three reasons why the House of Godwin was powerful but the explanation that is provided is either stated in simple terms or implied. Therefore, A02 is marked at L2. The answer provides simple knowledge to support the argument put forward and therefore A01 is Low Level 2. The judgement offered is a summary of the argument that has been put forward, so is awarded Level 2. Overall, this is a mid-Level 2 response.

I agree to a lesser extent, that control of land was the house of Godwin had so much power. ~~The~~ As while control of ~~the~~ land was certainly a factor, it wasn't the main reason the house of Godwin was so powerful.

One of the main reasons the house of Godwin was so powerful, was because of their significant military might. The ~~house~~ of Godwin's ruled over many thengs in their earldoms, and this gave them access to ^{enough} ~~many~~ combatants to rival the King. This can be seen when Edward the confessor ~~was~~ took Earl Godwin's earldom away, Godwin then returned with an army forcing Edward to give him his earldom back to prevent a war. This demonstrated how ^{the} Godwin's military ^{strength} ~~power~~ made

them incredibly powerful as, he was able to stand up to the King who was considered the ~~most~~ highest authority.

Another major ^{cause for} factor in the Godwin's ~~power~~ power, was their connection to the King. Godwin aided Edward the Confessor in becoming King, which allowed him to pressure the King into decisions which were in his interests. This relationship with the King was also prevalent with Harold Godwinson, who was able to ignore Edward's order to put down the rebellion against Tostig, choosing instead to help the rebels along with other ealders. This once again demonstrated the Godwin's power, as it showed that he was able to both ignore the King ~~and~~ without repercussion and also have the ~~aid~~ loyalty of the other ealders.

This doesn't ~~mean~~ necessarily count land out as being an important factor, ~~as it also~~ The Godwin's accumulated almost as much wealth as the King, through taxes on their earldoms. And Godwin also controlled part of the border between Wales, which was vulnerable to attacks and needed defences.

This helped consolidate and reinforce the Godwin's power as, not only were they almost as rich as the King (which ~~was~~ was significant as it made them seem on par with the King,) they also controlled a vulnerable area giving them the ability to threaten ~~making them~~ ^{very} important for the defence of England.

Therefore it can be seen that while the land was an important factor of the Godwin's power, the main causes were their relationship with the King and their ~~common~~ command of a strong military force. ~~As~~ As these two things allowed them to bypass and directly challenge, the highest authority in the country.

Examiner Comment: There is a clear line of reasoning in this answer, with an explanation sustained throughout, meaning that A02 is awarded L4. The answer provides precisely selected knowledge to support the argument that has been put forwards so A01 is also awarded L4. The candidate has reached a clear judgment in the conclusion and it has been sustained from the introduction. The analysis covers the most important factors and how they link together, in order to come to a judgment. The judgement was also awarded L4. Therefore this answer is a high level 4 answer overall.

Question 1 (c) (ii)

There were slightly more answers on this option than on Q1ci. For Q1cii, students were asked to judge whether Norman castles were the main cause of Anglo-Saxon resistance to Norman rule. At Level 4, responses had a precise understanding of the different causes of Anglo-Saxon resistance. They were able to analyse the effect of the establishment of castles in causing a rebellion eg the confiscation of Anglo-Saxon land to build castles and the circumstances of being constantly watched over by the Normans. Some answers challenged the question and were able to explain that motte and bailey castles didn't cause rebellions but actually prevented them and this was therefore not the most important reason. Other well-explained causes of rebellion included the feudal system, the brutal treatment of Anglo-Saxons, the removal of land and changes such as the introduction of the forest laws.

At Level 3 students were able to provide a line of reasoning but they were unable to sustain their explanation throughout the answer. Often their argument then turned into a narrative. Some answers maintained a good focus on analysis and argument but were unable to achieve the highest levels as they failed to go beyond the stimulus materials.

At Level 2 students were able to give a narrative of events or a description of aspects of Norman rule such as describing the key features of a Motte and Bailey castle, describing the feudal system or Domesday Book.

Some answers were in L2 despite being able to provide a line of reasoning because they were unable to provide supporting evidence.

There was a number of students marked at Level 1. Their responses were only able to provide generic statements such as stating that the Anglo-Saxons didn't like the Normans taking over or Anglo-Saxon land being given away. Common misconceptions included the fact that the Anglo-Saxons built the motte and bailey castles, which they used for defence against the Normans. There was also some misunderstanding of the difference between a motte and a moat.

A number of answers believed that the Anglo-Saxons controlled all the land while some students seemed unfamiliar with the idea of resistance. These common misconceptions often prevented students from providing accurate details or a reasoned argument, so that answers that included these misconceptions stayed in Level 1.

Anglo-Saxon resistance to Norman rule occurred as a result of many factors. The building of castles was certainly one of them but I do not believe that it was the main cause of resistance. Castles were built to help the Normans' rule over their land. They provided a focal point at river crossings to fight off invaders but were erected all over England. These were disliked by the Saxons as they were used to control their lines. The Normans could ensure they kept watch over the Saxons using their fortified castle structures. The castles were a sign of Norman dominance, such as York, Warwick and Nottingham.

I believe there were many other reasons which were important or may be considered "more" important. For example, the Anglo-Saxon resistance in 1066 by Edwin and Mercar was due to a list of factors such as reduced land ownership, reduced power, taxes, poor government and loss of privileges. Through Norman rule, the Saxons lost a lot of land. It was taken up by William who repaid his Norman soldiers for loyalty. These Anglo-Saxons kept their land, it was heavily reduced in size with reduced land came the loss of finances which led many into slavery and poverty. When Saxons died, their land was passed onto the Normans, not their actual descendants. This caused outrage, anybody who challenged this was imprisoned or executed. Another major cause of resistance was the taxes (geld) and governmental oppression. The Normans

exploited money from land but also used the gold tax for their own needs. There were serfs living in poverty, peasant farmers, coarls and under-tenants who held some land holdings in bits but they were exploited by the lords and the knights in chief. This made less money for them. The serfs felt that resentment was natural as the nobles caused financial misery and misused the taxes for their own greed.

Additionally, linked to land ownership and land-grabbing, the Bishop of Odo Bayeux illegally grabbed land through means which caused hostility. Along with William Fitzosbert, they allowed poor government tactics to rule which caused personal and financial harm. King William I took over land from the serfs, forcing them into poverty, and used it to create the "forest" region where he could go hunting. This was not with anger as it meant that the poverty and death of serfs was less important than the capabilities of hunting for the king. The loss of wealth through taxes, land and privileges such as trading in burhs. I believe were the main reasons for Anglo-Saxon resistance. The Norman built castles including a wall and bailey for protection against invasion and to maintain the Anglo-Saxon population. This was not liked but there were far more acts of resentment due to remaining wealth and living comforts.

The unfairness portrayed by the nobles caused some Anglo-Saxon revolts in 1068-1071, none of them linked to resistance in land and power. The nobles tried, the Anglo-Saxon lords held a lot of power and land and they had many castles and

They're working for them, but Norman invasion, the land and privileges of many were taken away or reduced. The ability to make money was diminished in cases but was increased for Normans in particular. The reduction in trade with Scandinavia and increase in trade with Normandy meant the north suffered more than the South of England. These new changes in religion and church reform through Lanfranc and this made it difficult for Saxons. Hisard was replaced due to Simony and his lack of wealth prompted Lanfranc taking over the Church of England. Burial and lands were destroyed to allow the building of Norman castles which heightened the Anglo-Saxon tensions even more.

I believe that Anglo-Saxon resistance was only partly due to the building of Norman castles, but was caused predominantly by a number of combined factors. I think the loss of land, wealth, privileges and resulting poverty and slavery were far more important factors. It showed the Normans as being greedy and aristocratic, removing Anglo-Saxons from positions of authority so that they could have total control over the people and land of England.

Examiner Comment: There is a clear line of reasoning in this answer and the explanation is sustained throughout, meaning that A02 is awarded L4. The answer provides precisely selected knowledge to support the argument that has been put forwards so A01 is also awarded L4. A clear judgment is offered in the conclusion and it has been sustained from the introduction. The candidate is able to explain how the factors linked together to cause Anglo-Saxon poverty, which caused the rebellions against Norman rule. The judgement is clearly explained and was also awarded a L4. Therefore, this answer is a high level 4 answer overall.

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 Question 1a or include an introduction or conclusion for Question 1b. 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. Analysing material as short-term/long-term goes well with causation and consequence styles, for example, while change and significance questions lend themselves particularly well to considering different groups of people or the nature of the change/impact.