



Examiners' Report

Principal Examiner Feedback

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In History (1HI0)

Paper B4: British Depth Study

Option: B4 Early Elizabethan England, 1558-
88

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PE Report Paper B4

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 1a

Candidates were asked to describe two features of the role of the Church of England in Elizabethan society. Despite this being an area of content named in the specification, there were a large number of low-scoring responses, indicating a gap in subject knowledge. It is important to ensure even coverage of all areas of the specification.

A majority of candidates offered some valid details about the Church of England or religion, although the comments were not always focused on the role of the Church. Strong answers included comments explaining that the Church aimed to reduce religious divisions by encompassing aspects of both Catholicism and Protestantism, and that the Church acted as a focal point for village activities and social life.

Weaker answers drew on knowledge from other areas of the specification or other units, for example, asserting that the role of the Church was to provide medical care and treatment; the latter was not creditworthy for this time period. It was also a common approach to write about Elizabeth's religious settlement; while this can be linked to the role of the Church, as in the exemplar included, in most cases this content was not presented in relevant way and was not credited.

Early Elizabethan England, 1558-88

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

- 1 (a) Describe **two** features of the role of the Church of England in Early Elizabethan society.

(4)

Feature 1

One role of the Church of England was to provide a place of worship. Everybody was religious in Elizabethan times and would go church to worship.

Feature 2

Another role was it provided a compromise to both Catholics and Protestants. People worshipping Catholicism or Protestantism would go Church of England to do this so they could still worship their faction of Christianity.

Examiner comment: The candidate has identified two key pieces of information relevant to the question and supported these with additional information. Therefore, this answer scores full marks.

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 1b

Candidates were asked to explain why the Puritans challenged Elizabeth's religious settlement. Many candidates were able to write a response extrapolating accurately from the stimulus points, though candidates' understanding of the role of the Act of Uniformity was generally weaker. The most common third point of content referenced was the Crucifix Controversy.

Most answers showed an understanding of the key criticisms of Elizabeth's religious settlement, explaining that there was discontent over religious doctrine, the use of the Prayer Book, Elizabeth's title and the role of bishops, but these comments could not always be supported by specific, accurate detail. In many cases, the details were confused. There was clear understanding that the decoration of the churches and the vestments worn by the ministers was the subject of contention but many candidates claimed that Puritans wanted the churches to be decorated and vestments to be worn. There was clear evidence that many candidates were not able to differentiate between Catholic and Puritan objections and, in a small minority of responses, candidates referred to Puritanism as a sect of Catholicism.

However, a number of answers provided a clear explanation of why Puritans disliked decorations and the use of ceremony in the church, and were able to show that Elizabeth's ambiguous attitude contributed to their discontent. In some cases, excellent detail was included that explained Puritan dislike of hierarchical authority in the Church's structure, the grounds for opposition to Elizabeth's title and the resentment over the imposed use of vestments.

Level 2 answers generally provided a narrative of Puritan objections, whereas at Level 3, candidates were able to explain the importance of two to three of points of content. Candidates scoring in Level 4 were able to provide detailed analysis of how aspects of the religious settlement clashed with Puritan beliefs.

(b) Explain why the Puritans challenged Elizabeth's religious settlement.

(12)

You may use the following in your answer:

- vestments ^{→ simple}
- the Act of Uniformity → believed bible should

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

• ~~enactment~~

• ~~set~~ ^{set} ~~you~~ ^{you} ~~has~~ ^{has} ~~regimens~~ ^{regimens}

• ~~settlements~~ ^{settlements} ~~should~~ ^{should} ~~be~~ ^{be} ~~held~~ ^{held}

There were many reasons as to why Puritans challenged Elizabeth's religious settlement.

One reason why Puritans, who were very strict Protestants, challenged Elizabeth's religious settlement was due to the vestment. A vestment was a piece of clothing that all bishops ~~had~~ ^{were} obliged to ~~were~~ ^{wear}. This was done to please the Catholics. The vestments were not simple ~~and~~ ^{and} ~~had~~ ^{was} ~~many~~ ^{very} ~~designs~~ ^{elaborate}. The Puritans detested this as they believed vestments should be simple or not be worn at all as it was not part of the Bible. Puritans followed what was in the Bible and ~~nothing else~~ ^{hence they} ~~strongly disagreed~~ ^{heavily} ~~with the vestments~~ ^{disagreed} and ~~hence~~ ^{hence} ~~challenged~~ ^{challenged} Elizabeth's religious settlement.

Another thing that the Puritans challenged was the Act of Uniformity. The Act of Uniformity explained how religious

ceremonies and services should be held.
All bishops and priests were obliged to
know his or else they would be revoked.
The puritans challenged this as they
believed ~~for~~ the services and ceremonies
should be held like they are stated
in the bible. This was another factor
as to why the puritans challenged Elizabeth.

The final reason as to why the Puritans
challenged Elizabeth was due to
the crucifixes and the layout of the
church. Elizabeth wanted to please
both Catholics and Protestants, so she
embedded both terms into her religious
settlements. One thing she allowed was
crucifixes. The crucifix please many
Catholics as it was displayed in churches
mainly Catholic churches. Puritan however
~~to~~ strongly disagreed with crucifixes as
they believed they were over the top and
complex and were also unnecessary.
The puritans believed they should be
removed as they weren't mentioned in
the bible neither were they obligatory in
the Christianity.

Examiner comment: This response demonstrates clear analysis directed at the question focus. Three points of content are covered and the candidate carefully explains how each point of content leads to opposition rather than leaving it implicit.

Examiner tip: Aim for consistency in depth of analysis across all three points of content to achieve the top of the level.

Question 1c

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. Candidates were required to analyse the causes of tension between Elizabeth and Mary, Queen of Scots, and make a judgement about whether Mary's claim to the English throne was the main cause of that tension.

Answers tended to focus on the nature of threats faced by Elizabeth rather than the threat posed by Mary, Queen of Scots specifically. While this is only a slight difference from the actual question about reasons for tension between Elizabeth and Mary, it did mean that some candidates drifted away from the focus on tension between the two queens and wrote generally about relations with France, Spain and the Pope, the issue of Elizabeth's marriage and the succession, or her financial or religious problems. There were a number of candidates who confused Mary Stuart with Mary Tudor.

Very few answers focused their explanation on Mary's claim to the throne, with many giving detailed descriptions of the plots against Elizabeth but leaving implicit the reasons why the plots aimed to replace Elizabeth with Mary or simply explaining that Elizabeth was seen as illegitimate but not explaining why Mary was seen as an alternative ruler, apart from the fact that she was Catholic.

Many knew that Henry VIII had declared Elizabeth illegitimate after the death of Anne Boleyn but they did not all appreciate that, in the eyes of Catholics, she had always been illegitimate because Catholics did not accept that Henry's marriage to Catherine of Aragon was invalid. Some candidates appeared to think that the stimulus point 'legitimacy' meant 'suitability to rule' and commented that Elizabeth was unmarried and childless but then asserted that Mary was a suitable alternative as she had been married and had a son. While Elizabeth's marital status and lack of an heir may have caused concern, Mary's marital status was little better – twice widowed and then married to Bothwell, who died as a prisoner in Denmark – so these statements did not provide a convincing reason for tension between the two queens. Answers which

explained the plot to marry Mary to the Duke of Norfolk were more convincing but the details were often confused.

There were many answers which did offer an analysis of the reasons for tension between Elizabeth and Mary but relatively few fully evaluated whether Mary's claim to the throne was the main reason for the tension. When they did, there were some excellent comments, often explaining that Mary's claim to the throne was the root cause of other aspects of tension and that Mary's claim to the throne highlighted the issue of Elizabeth's legitimacy and Catholic discontent. They explained that Mary's arrival in England acted as a catalyst and without her presence, the other issues would have been less severe. Alternatively, a number of excellent answers challenged the question and suggested the religious divide in England was the key reason for the tension between the two queens as people would not have plotted for Mary to replace Elizabeth if there had not already been religious discontent.

Question 1cii had a change and continuity focus. Candidates were required to evaluate the extent to which education in Elizabethan England changed. This was a significantly less popular option than Question 1ci and, of the responses available, a significant number were weak and lacking in specific subject knowledge. Therefore candidates struggled to make a valid judgement.

Most candidates were able to share some knowledge of education in Tudor England, with the most common knowledge being that of the differences in education for rich and poor children and the increase in educational opportunities provided by grammar schools. Where candidates relied on the stimulus points, the results were variable: more were able to explain the role of petty schools but a large number of respondents incorrectly surmised that education for girls improved significantly during the reign of Elizabeth and that this happened as a result of Elizabeth's own education and therefore desire to improve opportunities for other girls.

At Level 4, candidates were able to differentiate between different groups when analysing the extent of change that occurred. This most commonly took the form of considering change in schooling for the wealthy and the poor, or for boys and girls. These answers were also likely to consider education beyond school by detailing changes that took place to university and legal education during this period.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new answer with a cross .

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

I agree with this statement a lot because ~~the~~ Mary's claim to the English throne was a threat to Elizabeth before Mary even arrived in England. Mary's claim to the throne ~~weakened~~ made Elizabeth's already weak claim to the throne even weaker and the shadow of Mary's which didn't help the fact that ~~the~~ Mary was Catholic and so all Catholics were automatically on her side, causing tension between the two of them. Mary's claim to ~~the throne was a threat to Elizabeth as soon as she arrived~~ the throne was a threat to Elizabeth as soon as she arrived queen.

However I disagree with this statement quite strongly because of several reasons. My first reason is that the tension got stronger between them when Mary fled ~~to~~ ~~to~~ to England seeking help from Elizabeth, and Elizabeth locked her ~~up~~ imprisoned in the castle. This may have warned Mary, giving her the idea that Elizabeth is going to have her executed, leading to further tension between them. However it's more likely that Mary had had

intentions with Elizabeth right from the start, which I would argue was the main cause of tension.

*1 This created tension between them as Elizabeth didn't know what to with her, as she kept Mary in England ~~the~~ Mary is free to plot against Elizabeth, but if Elizabeth had her executed she would lose her divine right to be queen.

An example of a way that may increased the tension between herself and Elizabeth was her involvement in the Revolt of the Northern Earls. Elizabeth found out ~~that Mary was~~ about it before it happened, so it failed, but it raised Elizabeth suspicions of all Catholics including Mary, forcing her to treat ~~them~~ them and Mary more harshly. The Revolt of the Northern Earls proved to Elizabeth that Mary was not to be trusted therefore increasing the tension between them, and ~~as a result of a~~ reason I disagree with the statement.

Another ~~reason~~ reason I disagree with the statement is because after the Revolt of the Northern Earls, Mary was involved in several

plots against Elizabeth, and was the ringleader and centre to all of them, including the Ridolfi Plot, the Throckmorton Plot and the Babington Plot. They were all very similar, with Elizabeth being overthrown, Mary marrying and taking her place, and England being changed back to a Catholic country. ~~Elizabeth's~~ Walsingham and his spies found out about every single ~~plot~~ ^{plot}, and proceeded to inform Elizabeth, making Elizabeth aware that Mary was untrustworthy and therefore increasing the tension between them. It could be argued that the Babington plot was the main cause of tension between the two of them, as this is what led to Mary's eventual execution, however, ~~Elizabeth~~ it could also be argued that it was just the last straw for Elizabeth.

~~I think the main cause of tension between Elizabeth and Mary is the fact that Mary's claim to the throne is what provoked and enabled her to plot against Elizabeth and get so much support from others. It was the main threat to Elizabeth and therefore the main cause of tension between the two of them.~~

I agree with the statement because Mary's claim to the throne is what provoked and enabled her to plot against Elizabeth and get so much support from others. It was the main threat to Elizabeth and therefore the main cause of tension between the two of them.

Examiner comment: This response scores in Level 4 against all strands of the markscheme, but it lacks an overall coherence. The candidate has understood the focus of the question and formulated an argument; the criteria used to justify the judgement are clear. It has scored in the lower portion of the level due to a lack of a coherent thread running throughout.

Examiner tip: Take time to plan your answer before you begin to write it, to ensure that your points flow coherently.

Conclusion

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 questions, for example, while change and significance questions lend themselves particularly well to considering different groups of people or the nature of the change/impact.