



Examiners' Report

June 2022

GCSE History 1HIA B1

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Introduction

Section B of Paper 2 assesses the British Depth Study, with students required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). For the 2022 series, the British Depth Study was sat independently from the Period Study that forms the other half of Paper 2. Section B of Paper 2 totals 32 marks.

Question 1(a) follows an identical format to Q01 on Paper 1. Students should identify a feature or characteristic of the topic and then add a further detail which will explain the feature or provide context for it. It is important that students understand that the details need to be connected to the features – four disparate facts are limited to a maximum of two marks.

Question 1(b) is scored out of 12 marks and the mark scheme is an identical format to Q04 on Paper 1 and Q02 on Paper 3. The question targets the second-order concept of causation. The stimulus points are provided to act as prompts to remind students what they have studied. Use of the stimulus points is not compulsory and students should not use them if they do not recognise them, 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. Students should aim to cover three aspects of content in their answer.

For Q01(c), students have a choice between (i) and (ii) and the questions may target any second-order concept such as consequence or similarity/difference. This question follows the same principles as Q05/Q06 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 students 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 and sustained throughout the answer as well as forming the basis of 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 student's judgement is in relation to the full conceptual focus of the question.

At Level 2, students 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 students consider the question carefully and shape their answers in relation to its focus, whether this be causation, consequence, change and continuity, similarity and difference or significance.

Within Section B, Q01(a) uses a points-based mark scheme, while Q01(b) and Q01(c) are marked using 'best-fit' against a levels of response mark scheme. Progression in AO1 is shown by the student's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a student'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 students are expected to structure their responses. Any valid analysis and detail are rewarded and examiners noted that some students demonstrated impressive knowledge and understanding.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper often ran out of time on the final, high-mark question and therefore disadvantaged themselves.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer. Also a failure to structure answers in paragraphs made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects have been covered.

Question 1 (a)

This question asks students to identify two key features and details about something named in the specification, in this case Norman Aristocracy. Students should ensure that the supporting detail links to the feature identified and an ideal way to do that is with two separate sentences so the supporting detail is clear to examiners. Students should also use the spaces provided on the exam paper to guide them as to how much to write. Some students wrote far too much for this question or overdeveloped their answers; although most knew what was expected of them and wrote an appropriate amount.

The general overall standard of this question was good, but it was clear that there was a divide between those who knew about the Norman Aristocracy and those who did not. There were also a few blank responses.

Strong answers could identify and add detail to two features of the Norman Aristocracy and, most commonly, students referred to: ceremonial hunting, shaving heads to show their wealth, the use of French/Latin as spoken and official languages instead of English, the code of chivalry and the building of cathedrals/churches to show power and wealth. Some students could name specific aristocrats such as Bishop Odo or Lanfranc. Whilst, some weaker responses referenced content about the King's role as landowner with links to the aristocracy.

Some students, who misunderstood the question, mistakenly took it to mean features of the 'Feudal System' or 'Norman Society' as a whole in which case the points which were relevant to the 'Norman Aristocracy' could be credited, such as information about Tenants-in-Chief and their landholding for the king.

Some common errors that were not credited were references to the Domesday Book, Castles and generalisations about the Feudal System which did not reference Norman Aristocracy. A common misconception was the confusion between Anglo-Saxon and Norman Aristocracy with a description of the role of Thegns, Ceorls and Shire Reeves. Some also referenced the Battle of Hastings or other factors about the Normans in general which were not credited.

1 (a) Describe **two** features of the Norman aristocracy.

(4)

Feature 1

One feature of the Norman aristocracy was that they spoke French. This meant that English was viewed as a common language, making it difficult for Anglo Saxons to get involved with politics as important documents were written in French.

Feature 2

Another feature was that they used their wealth to invest in the church and other buildings. This was different to Anglo Saxons who would use money for materialistic purposes, like food and parties.



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Examiner Comments

This response clearly identifies two valid features: They spoke French and they built churches.

In each case, both features are supported with additional explanation and detail.

4 marks



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Examiner Tip

Use your time wisely; don't write too much and use separate sentences to identify the feature and to provide additional detail.

Question 1 (b)

This question asks students to explain causation and, in this case, the reasons behind the rebellion against Tostig in 1065. The overall standard of responses was high and it was pleasing to see numerous students achieving full marks. Most students wrote confidently about the issues of resentment towards the higher taxation in the Danelaw region and Tostig's arbitrary powers leading to hostility against him. Many also highlighted the issues the Northumbrians had with Tostig being a 'Southerner' from Wessex.

Students often had good knowledge of the North/South divide alongside Northumbrian's Danish heritage and Tostig's lack of understanding of such which increased resentment against him. Many could also reference tipping points such as the murder of Gospatric (and other Thegns) and the invasions of Malcolm III from Scotland together with Tostig's lack of retaliation. Many could also develop ideas of the Northumbrians wanting to replace Tostig with Morcar.

Weaker responses tended to focus solely on the stimulus points, especially that of increased taxation and how that caused hardship for the peasants, though these answers often lacked meaningful development. Other aspects of content which were frequently used were Tostig's greed and absenteeism which then facilitated his downfall.

Some responses were unable to explain the causes of the rebellion, but rather focused on Tostig's role in the Battle of Hastings (also the Battle of Gate Fulford) alongside Harald Hardrada, or his enforced exile by his brother Harold Godwinson. Some mistook Tostig or Harold Godwinson as king, whilst others confused the brothers and chronology of the period in question.

(b) Explain why there was an uprising against Tostig in 1065.

(12)

You **may** use the following in your answer:

- Earldom of Northumbria
 - taxation
 - Malcolm II King of Scotland.
- You **must** also use information of your own.

fish? 000?

One ^{vital} reason there was an uprising against Tostig in 1065 was due to Tostig taxing Northumbria too heavily. The people of Northumbria weren't used to paying a lot of geld tax as the geld tax was initially set to pay off the Vikings, of which they had links to, as many were closely related. The Northumbrians resented the fact that they were being taxed as high as the other areas of England, as they were the ones who suffered the most in terms of raiding from Scandinavia. They believed that Tostig was taxing them harshly out of selfishness, so he could keep a lot of their money to himself. This consequently led to the thegns in his earldom feeling betrayed, further building their resentment. The tax was so high, that many struggled to provide food for their families, which is not what their earl who is protecting Northumbria should allow to happen. Therefore, the heavy taxation Tostig introduced was a key factor which led to ~~was~~ an uprising against him in 1065.

Another crucial factor for why there was an uprising against Tostig in 1065 was due to the values and position of the earldom of Northumbria. Northumbria was a difficult earldom to control due to its size, its frequent raiding, and the fact that it was situated far from the central power base of the King in London. Tostig was a southerner, and didn't understand the language of the Northumbrians, and didn't understand their culture and the way they do things. This therefore meant that there was no communication between the earl and his thegns, which was a crucial relationship to maintain at this time, as earls are only as powerful as the loyalty of his thegns. This consequently led to resentment of the thegns towards Tostig, as they didn't feel their values and way of living was understood, and that their earldom wasn't being run based on trust. Therefore, the fact that Tostig was a southerner controlling the north of England is another major reason why there was an uprising against Tostig in 1065.

A final significant factor which contributed to the uprising of Tostig was his relationship

with King Malcolm II of Scotland. King Malcolm was greatly hated by the Northumbrians as he would regularly cross the Scottish border into England and raid their towns and rape the women who lived there. They especially did this whilst Earl Tostig was away. This led to great resentment against Tostig as the people of Northumbria were paying tax to their earl in expectation of receiving protection, by instead Tostig forgave King Malcolm and didn't let him suffer consequence. This would have consequently enraged the people of his earldom, as a loyal earl should protect his people at all costs and not allow Malcolm to plunder their towns and abuse their wives. Therefore, due to a lack of sufficient control from Tostig by being too friendly with King Malcolm II, this led to resentment and therefore an uprising from his thegns in 1065.



This response goes beyond simply describing events or examples; it is an analytical explanation which is directed consistently at the conceptual focus of the question with a coherent, sustained and logical structure.

It shows wide-ranging knowledge and understanding of the period, scoring Level 4 – 12 marks.



Be clear on how each point made relates to the question.

Question 1 (c)(i)

This was a very popular question with the vast majority of students choosing it. There were very few blank scripts; most students found the question accessible and were able to approach it with confidence.

Many high achieving students could provide in-depth knowledge and details in a coherent and logical structure with sustained arguments. Many top students referenced not only his rewarding of loyalty and the creation of castles to secure his power, but also the psychological impact of such through the constant visual reminder of Norman dominance over Anglo-Saxon England. Many students provided details of Norman violence and pillaging of villages on the way to London/Berkhamsted to assert their control and their command of the Winchester Royal Treasury and consequently the symbolic coinage with William's face.

Many students could go into depth about the Feudal System and how it helped keep checks on the Anglo-Saxons, as well as the Marcher Earldoms and their significant impact on securing the boarder region with Wales, reducing the threat of the Welsh Princes. Details were also given on the submission of Morcar, Edwin and Edgar Aethling and William's aim to prove his complete control over them, as well as how the Catholic Church supported his assent to the throne and it's role in helping to control and secure the population under him.

Strong answers did not only explain the significance of these different ways William's kingship was secured, but they weighed them up against each other and considered how castles, loyalty, violence and religion worked together to secure the throne immediately and longer term. Some even went as far as to suggest that it was not the security of the throne that William was after, but rather the complete control, dominance and replacement of Anglo-Saxon life/culture with a full Normanisation of the nation.

Weaker answers tended to focus solely on the stimulus points and often responses at Level 1 and 2 would sometimes steer off the question and describe the features of castles rather than how they were used to secure the throne. Some students also failed to recognise the dates in the question and therefore included events outside the chronology stated. For example, numerous students spent time discussing the Harrying of the North, the Domesday Book and/or the Forest Laws, all of which could not be credited as they fall outside the date range stated in the question. Some students gave full accounts of the Battle of Hastings or mistook William as an Anglo-Saxon king who showed loyalty to his people, rather than a Norman King who demanded loyalty from a conquered nation.

There are many factors which contributed to William establishing control over England from 1066-67, with one reason being by rewarding loyalty. As well as rewarding loyalty by letting Anglo-Saxon earls keep their earldoms, ~~also~~ ^{he} also created control through land ownership, ~~also~~ ^{and} also established fear through the use of castles.

A significant factor which led to William establishing control was by using castles to strike fear into the people of England. Castles were a new sign of normanisation, and were intimidating to look at. He built ⁵⁰⁰ a motte and bailey castles which were castles on a large mound, which ~~these~~ struck fear into the Norman people ~~as~~ due to its sheer height, and the fact it had never been seen before in England. William also built ^{around 80} a large castles made of stone, which were very large and were again, used to emphasise the power of the Normans and establish control. Whilst they all weren't built by 1067, they were assembled very quickly and it was a tactic William used in 1066 before his battle, and was used after his

coronation where he plundered many villages and built many castles to highlight Norman strength. Consequently, it caused many Anglo-Saxons to fear the new king, as his power and strength of his victorious army was apparent through their construction and Normanisation towers. This wasn't the most significant reason as to why William established control, as castles only did so much to make people fear him: castles also protected his people, and castles didn't prevent further rebellions in the future, so they weren't as effective in establishing ultimate control. Therefore, a major way control was established was through William's fear through castles, but it wasn't the most important factor.

Another crucial factor for William establishing control of England was by allowing the Anglo-Saxon earls to keep their Earldoms. William allowed Edwin and Morcar to keep Mercia and East Anglia in exchange for his loyalty, however he greatly reduced their earldoms in size. This was a great tactic initially, as Edwin and Morcar initially supported Edgar Aetheling's claim to be the ruler of England after Harold's death but William was able to prevent this threat. William

didn't have a massive army after the battle of Hastings as he had lost many knights and soldiers in the battle. It was wise to earn the ^{Anglo-Saxon} early ~~loyalty~~ loyalty as another battle so soon after Hastings would have been a dangerous move militarily and would have further weakened William. Before meeting with the earls, William set fire to the surrounding villages of London, showing to the ~~the~~ Anglo-Saxons that he still has military strength, which consequently led to their submission. This also led to a takeover not by force, but controlled enough to give him time to build a bigger army by bringing troops from Normandy. However this way of rewarding loyalty was not the most significant as later on in 1068 and 69, these earls still led rebellions, so this tactic was successful initially in establishing control.

A final major way William established control was by his land distribution. William entrusted the most important 'marcher earldoms' to three of his most trusted men which were situated on the border of Wales which were given massive privileges. These marcher earls were given sheriffs who worked for them instead of the King, and they were exempt from tax.

Rewarding their loyalty in the May was a crucial way of establishing control as it limited rebellion from ~~the~~ near him, and got rid of the threat of invasion from Wales. By rewarding them with these benefits, it therefore created loyalty and satisfaction in their King. By introducing 190 earldoms, it meant no one had too much power to overthrow the King, therefore being a massive factor.

In conclusion, castles were a key factor in control, but fear was limited. Rewarding Anglo Saxon earls worked initially, but rewarding the loyalty of the Marcher earls was the most significant factor as it earned him loyalty and recreated the threat of invasion, and limited the amount of power people were able to maintain, thus being the greatest factor for him establishing control from 1066-67.



The following answer has a wide range of factors which consistently focus on the conceptual focus of the question. It has a solid line of reasoning and sense of evaluation throughout and it justifies its criteria to reach a judgement.

All three strands of the mark scheme are met at Level 4 standard, so this response gained the full 16 marks.



Plan your answer before you start writing; this will help you to develop a consistent line of argument.

Question 1 (c)(ii)

This comparison question was the less popular of the two essay questions with significantly fewer students answering it. That said, those who did answer it tended to do so with success and a number of answers scored very well.

High achieving responses could discuss in confidence the similarities and differences between Anglo-Saxon and Norman governments and they tended to focus on the Norman introduction of the Domesday Book and the Normanisation of the church as differences and the similarities in job role of the Shire Reeves/Sheriffs and use of the Witan/Curia Regis as an advisory body for the king. Some students also delved into the idea of law and order/punishments which experienced both change and continuity and then the introduction of the Feudal System as a form of control, going into depth on the changes to landholding with the reduction in size of the Earldoms and increasing numbers of Earls through the Feudal System.

Weaker responses tended to focus on either Anglo-Saxon to Norman England without fully focusing on, or explaining, the comparisons between the two and some students referenced features of Norman England which were not related to the government such as castle development. There were some inaccuracies mentioned such as the erroneous idea of the Anglo-Saxons using the Domesday book, although many did rightfully mention the use of the Forest Laws by the Normans as a legitimate change.

In order for a student to reach top marks in this question, they had to consider both continuity and change of government.

I agree to some extent as William maintained a lot of Anglo-Saxon laws in order to be portrayed as the rightful ~~heir~~ heir of Edward the Confessor. However, the Normans also established new forms of governing England such as the feudal system.

Both the Anglo-Saxon and the Norman governments had shire-reeves (~~sheriffs~~ ^{Sheriffs}) who were responsible for collecting geld taxes and rallying men for the fyrd or army respectively. Sheriffs also allowed the King to maintain influence across the whole of England which is useful as the King's orders can be distributed across the country via royal writs. William gave sheriffs more power so that he could effectively control the Anglo-Saxons despite being starkly outnumbered in England itself, however their roles remained roughly the same in both Saxon and Norman England.

In Anglo-Saxon times, the King had lots of power but was followed closely by Earls especially the Earl of Wessex. This meant that the King had control over England however, he could be easily influenced by Earls which the House of Godwin took ~~advantage~~ advantage of. Similarly when William established the feudal system within England after the Battle of Hastings, the King

remained at the top of the social hierarchy but William assured that his power couldn't be taken from him via the principals of feudalism. It involved the King owning all of the land and giving it to Tenant-in-Chief in exchange for soldiers, tax and loyalty. Then, Tenant-in-Chief could give power to vassals who also held control over the villagers of Norman society. This made sure that William's power was unrivaled as he could easily confiscate the land of a Tenant-in-Chief via forfeiture if they decided to rebel against him. The roles for peasants in the feudal system was very similar to the Anglo-Saxon times, the only difference being that corvée (free-peasants) became rarer and slaves were used. The feudal system gave the King much more power in the Norman period due to no Tenant-in-Chief able to match his power however the hierarchy overall remained very similar in both the Norman and Anglo-Saxon government.

Something that only occurred within the Norman government was the Domesday book of 1085 which allowed William to see who owned what throughout England. This is very beneficial as it allowed William to see the people in power, the amount of tax to be paid per area and how many men should be trained for the Norman army. William used this to maintain his control and control any potential threats to his reign or power and the book was also very detailed at 913 pages to give an accurate representation of the distribution of wealth across England so he could govern in the most efficient way.

In conclusion, I agree with the statement to some extent as many factors of the Anglo-Saxon government were kept constant over Norman England such as the role of ~~Sherrif~~ Sheriffs and peasants in society. However, they also made some alterations to the government such as the feudal system and the Domesday book.



ResultsPlus
Examiner Comments

The following example has clear focus on the question throughout. It includes wide-ranging knowledge and analysis, it reaches a solid judgement based on criteria and a consistent line of reasoning.

For full marks, it needed to consider 'how far' further in the judgement

It achieved Level 4 - 15 marks.



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Examiner Tip

Be sure to weigh up factors and consider their significance in a 'how far' question.

Paper Summary

There were some very impressive answers where students demonstrated they were well prepared showing excellent wide-ranging knowledge to support well reasoned judgement and analysis. In particular, students seemed well prepared for the 16-mark essay question on William securing the throne and the 12-mark causation question on the rebellion against Tostig in 1065. For both of these questions, a clear structure and subject specific terminology were commonly used. However, some answers lacked detailed knowledge and understanding or did not question on the specific question asked.

Based on the performance seen on this paper, students 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.
- A secure understanding of chronology is fundamentally important, carefully check the date ranges used in questions.
- Use your time wisely – don't write too much for Q01(a).
- Demonstrate depth of knowledge by including specific evidence where possible; this could include names, dates, statistics or events.
- Remember that the 16-mark question asks you to evaluate the statement in the question. Plan your answer so that you develop a consistent line of argument.
- 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. Consideration of short term / long term causes or consequences is one possible approach while considering different groups of people or the nature of the change/impact could be appropriate for questions on change or significance.

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