



# **Examiners' Report**

## **June 2022**

**GCSE History 1HIA B2**

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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 the Interdict. 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 Interdict and those who did not. There were also a few blank responses.

Strong answers could identify and add detail to two features of the Interdict and most commonly students referred to the banning of sacraments and fear of not getting into heaven, for example burials were banned so people were buried in the forest. Students also mentioned the ending of marriages in the church and baptisms having to take place behind closed doors. Some students could identify the reasons for the Interdict and the conflict between Pope Innocent II and King John. Whilst, some weaker responses referenced content about the king's role in causing the Interdict which made the people of England angry with him.

Some students who misunderstood the question mistakenly took it to mean features of the religious conflict as a whole, in which case the points which were relevant to the Interdict could be credited. Some common errors that were not credited were references to the Crusades, John's excommunication and generalisations about the Feudal System which did not reference the Interdict. A common misconception was the confusion between King Richard and King John with a description of the role of King Richard in the Crusades. Some also referenced King John's reign in general which were not credited.

1 (a) Describe **two** features of the Interdict.

(4)

Feature 1

The Interdict meant that Christian burials couldn't occur. This made people worried that their souls wouldn't be released to Heaven creating some lack of faith in John.

Feature 2

The Interdict meant no Christian Sacraments could occur. <sup>from March 2008</sup> Therefore, people held baptisms behind closed doors and behind closed doors in order to keep with their faith and hopefully still be able to go to heaven.



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Examiner Comments

This response identifies two valid features of the Interdict; both of which are supported with relevant information.

4 marks.



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Examiner Tip

Try to write two sentences in Q01(a) for each feature, which separate the feature from its detail. That will make it easier for the examiner to spot the marks.

## Question 1 (b)

This question asks students to explain causation and in this case why John was able to secure his power when he became king. The overall standard of responses was high and it was pleasing to see some students achieving full marks. Most students wrote confidently about John's claim to the throne through his father and brother and the risk that Arthur of Brittany posed leading to his brutal death. Many also highlighted well John's training for kingship and his political abilities which enabled him to claim the throne quickly after Richard's death.

Students often had good knowledge of John's relationship with King Phillip of France and the Treaty of Le Goulet which secured peace with France and therefore avoided potential invasion and threats to John's crown. And some could explain John's experience as itinerant king whilst Richard was crusading and his seeming religiousness visiting holy shrines to prove his worth and divine right.

Weaker responses tended to focus solely on the stimulus points, especially John's claim to the throne, though these answers often lacked meaningful development. Other aspects of content which were frequently used were John's links to Eleanor of Aquitaine, although unfortunately numerous students mistook her for John's wife rather than his mother. That said, those who did understand their relationship could explain well how her links to the nobility and power in the Empire of Angevin helped the consolidation John's rule.

Some responses were unable to explain why John secured the throne but rather focused on Richard's capture and John's betrayal, whilst others confused the brothers and chronology of the period in question and focused on the Magna Carta, John's excommunication or his arbitrary power in the 13th century.

(b) Explain why John was able to secure his power when he became king.

(12)

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

- claim to the throne
- Eleanor of Aquitaine

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

acting quickly  
richard heir  
→ isabelle of angloume  
a crown  
↳

One reason why John was able to secure his power when he became king <sup>in 1199</sup> was the support of many English and Norman barons, combined with the support of his mother, Eleanor of Aquitaine, who owned many lands, including Aquitaine and was leader of the Angevin Empire. This support led to the general public in these lands to support King John's reign, as which succumbed to a huge total of people, who supported King John's claim to the throne, allowing him to secure power when he became <sup>king</sup>.

Another reason why ~~king~~ John was able to secure the throne was by his action, for example, he acted quickly after Richard's death on 27th May 1199, to be crowned on 6th June 1199, which ~~led to~~ meant that there was little time for any other competitors of the throne to argue their right to the throne <sup>and claim</sup>.

Similarly, John married Isabelle of Angoulême, which secured the support of the Count of Angoulême and the public of Angoulême.

and also persuaded the Count of Anjou to switch sides, this meant that by ~~marrying~~ marrying Isabelle of Angoulême, John had secured the support of many important counts and the ~~pub~~ general public of those areas, allowing John to take the throne on 6<sup>th</sup> June 1199.

Likewise, John's claim to the ~~thron~~ throne was ~~also~~ also essential to the reason why King John secured power. Firstly, King John was the fourth and only surviving son of Henry VI and Eleanor of Aquitaine, which meant that there was less competitors for the throne, allowing John to easily become king, ~~like~~ likewise similarly, when John rebelled against Richard in 1193, King Richard forgave him of his mistakes and named ~~th~~ John heir to the throne, this meant that John could easily secure power as he was the rightful owner of the throne after Richard died, because he had been named as the successor to Richard, leading John to take the throne on 6<sup>th</sup> June 1199.

Similarly, King John acted religiously to persuade others that he was the best candidate for the throne. John visited Bayeux, Winchester and Canterbury shortly after his coronation, he did this at in the medieval times, the public believed that the king was chosen by God, therefore he was holy and special. King John supported this belief by gaining the trust of trust of many others by acting in a religious way to prove that he had been chosen by God, and was the only true successor to the throne, this action made many people support John, leading him to secure power when he became king on 6th June 1199.



**ResultsPlus**  
Examiner Comments

This response goes beyond simply describing events or examples and has a clear focus on how John secured his power when he became king.

It gives specific details and wide-ranging examples which address the question consistently.

Three aspects of content are covered but some were done so in less depth, so this response scored Level 4 – 10 marks.



Make sure your supporting detail is linked to your analysis throughout your answer.

## Question 1 (c)(i)

This was a popular question and there was a variety in the quality of the responses. There were very few blank scripts; most students found the question accessible and were able to approach it with confidence, although some found the idea of consequence a tricky one to deal with.

Many high achieving students could provide in-depth knowledge and details in a coherent and logical structure with sustained arguments. Many referenced not only the initial financial impact of raising the 100,000 mark ransom on the people of England, but they could also reference the general financial burden of the Crusades and the increase in taxation including the introduction of the Saladin Tithe. Many students provided details of John's betrayal of his brother, claiming Richard was dead in an attempt to usurp the throne and the longer term consequences of John's kingship.

Many students could go into depth about the fall of Jerusalem and the psychological and political impact that had on England and the Christian world. Some could even go as far as seeing how the results of the Crusades had a detrimental impact on International Relations for Richard in terms of his shaky alliance with King Phillip of France and the subsequent land losses in Normandy. Strong answers did not only explain the consequences of the Crusades, but they weighed them up against each other and considered their significance in terms of long-term impact on England either monetarily or in terms of King John's ruthless kingship post-Richard.

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 causes of the Crusades or the events leading up to Richard's capture and ransom. Some also explained in-depth events of the Crusades or some of the issues and conditions faced by the soldiers which led to a high death toll. Some students gave full accounts of the indulgences offered to soldiers to fight in the Crusades and how the high death toll led to a lack of peasant farmers and therefore general issues with faming and food supply in England. Many of these issues, although vaguely relevant, were not sufficiently developed or directly linked to the question.

I do mostly agree with the statement that 'the main consequence of the Third Crusade was the financial burden on England'. It was clear that after the crusade England would take a while to recover due to the heavy taxations involved to fund the crusades, such as the Saladin tithe. However, one key financial factor that cost England the most was the amount needed to pay for Richard's ransom. When he was captured by Leopold of Austria then owned by Henry the Holy Roman Emperor, England was already disheartened. However, what the true burden was the ransom - a total of 100,000 marks was required to free Richard. This was equivalent to around a billion today; a task considered impossible in that age. However, due to the efforts of Eleanor of Aquitaine, England managed to raise the huge sum of money. However, the consequence was it took a full five years for England's economy to fully recover - even continuing into John's reign. The long term recovery was indeed one of the greatest consequences that came from the Third Crusade.

Another reason I agree with this statement refers to how the financial burden affected the next in line to

the English throne, Richard's younger brother, John. During the time of the crusades and continuing after, John was overly harsh with taxes. Despite already having to afford the ransom previously, John further continued the financial demands as he was known to be a money-loving ruler. Due to the lack of ~~out~~ a ruler during the crusade (Richard only stayed in England for a total of three six months) John was able to rebel against the throne and brought further issues with the economy. He further furthermore, he demanded large subsidies from ~~barons~~ those who didn't fight in the crusades and even claimed that Richard himself had died just to persuade the people of England he should have the throne and the wealth. The financial ~~burden~~ <sup>demands</sup> John brought further enforces the idea that the main consequence after the Third Crusade was the financial burden on England.

On the other hand, I do in fact partly ~~not~~ disagree with this statement. Another major consequence of the Third Crusade was the fact Jerusalem still belonged to the Muslims. The whole goal of the ~~the~~ Third Crusade was to take control of Jerusalem once more. Despite ~~pilgrims~~ pilgrimages still being able to take place, England did not have their religious site under their rule. Jerusalem was ~~the~~ <sup>a</sup> symbol of Christianity, a place of worship and highly sacred by all those living in

England. After Richard's failure to recapture Jerusalem, the Muslims still technically had power in the Holy Land. Although there was a truce between both sides, Jerusalem still didn't belong to England. Therefore I disagree <sup>with</sup> the statement because of the fact that a major consequence of the Third Crusade was that Jerusalem was still controlled by the Muslims.

Overall, as a conclusion, I do mostly agree with this statement as due to the sums of money both Richard's ransom and John's demands ~~brought~~ there was indeed an incredibly large financial burden left with England. However, I do disagree still partly as another major consequence was the ~~re~~ realism that Jerusalem was still in the hands of the Muslims - the <sup>infamous</sup> ~~infamous~~ enemy. However, it is clear that the financial burden on England ~~due to the~~ after the Third Crusade was <sup>definitely</sup> ~~indeed~~ a main consequence as it took a full five years to recover from the ransom, ~~while still dealing with~~ ~~the reign of John~~ along with having to put up with John's demands during his ~~reign~~ time in power.



The following answer is an analytical explanation which includes a wide range of factors that consistently focus on the question.

It's line of reasoning is coherent, logical and sustained using wide-ranging knowledge and understanding.

Criteria for the required judgement are justified and applied consistently. All three strands of the mark scheme are met at Level 4. It therefore gained the full 16 marks.



Remember to plan your essay before you start writing; this will help you to develop a consistent line of reasoning.

## Question 1 (c)(ii)

This question was the less popular of the two essay questions, yet it was more successfully answered to a high level, with very few basic answers and hardly any blanks.

High achieving responses could discuss in confidence a range of factors which helped lead to the rebellion of 1215. Students tended to focus on John's arbitrary powers and his maltreatment of the barons, in particular the starving of William DeBroase's wife and son. Some students also delved into the idea of the increase in taxation with many using statistical data to support their points. John's womanising tactics and choice of wife were also a focus to highlight the increasing frustration of the baron's with John's kingship. There were also some impressive responses which tackled well the increasing tensions with King Phillip of France and the loss of Normandy and Chateau Gilliard alongside the financial consequences of said losses or the long term build up of frustration with John due to the religious conflict with the Pope and subsequent Interdict and excommunication of John.

Weaker responses tended to focus on either John's failures as king financially in England or militarily in Normandy without fully focusing on, or explaining how, they led to the rebellion against him. There were some inaccuracies mentioned such as events post-1215 and confusion about the signing of the Magna Carta. Many weaker responses focused on the idea of John being a 'Bad King' and therefore the need to get rid of him, however some struggled to move beyond excessive taxation and some confused John with his brother and included Richard's crusading and the financial impact of such as a reason for the 1215 rebellion against John.

John's failure to recapture Normandy played a large role <sup>for</sup> the rebellions of 1215 as many barons had land in Normandy so were outraged when John lost it. Barons also felt John was an incapable leader as he lost their lands and was often referred to as 'soft-sword' when news came back that John fled Chateau Gaillard more and more barons felt that John was a hopeless military leader. As well as the loss of land in Normandy a lot of revenue was also lost as Normandy made almost as much money as England. This infuriated barons as John had raised the largest ever scutage recorded for the campaign so England was in a state of financial chaos. It's clear to see that John's loss of Normandy was a key reason for the rebellions of 1215 as many barons lost both their lands in Normandy and faith for John as both a military leader and a king.

However there were also various other reasons for the rebellion such as John's use of arbitrary power. John replaced many of Richard's men with his own. He also appointed new men into places of great high power who didn't come from noble backgrounds. This annoyed barons as they felt it was unfair for John to appoint 'peasants' into positions of high power such as in law courts. John's control of the law was another reason the barons began to rebel as John was accused of 'selling justice' as he would often insist for the trials to be held in his presence so

that he was able to oversee sentences and would often engineer them so it benefited him. The barons quickly noticed this and thought it was not only unfair that he appointed his own men but also the fact he would 'sell justice'. This clearly shows that John's use of arbitrary power was a huge factor for the rebellions in 1215.

Another key factor for the rebellions was John's financial decisions. John was a lavish spender and would often spend thousands on new robes and silk clothes. This annoyed barons as John placed huge taxes on various things such as the Jews who were forced to pay more than any other demographic at the time. He also increased scutage 11 times in his 16 year reign which was very unpopular with knights and barons as most of the money raised was spent personally by John as he was a greedy character. John also exploited the royal demesne and declared large areas of land as 'forest' so that people hunting or using his lands had to pay a direct tax to John. It was a combination of both John's ridiculous taxes and lavish spending that really infuriated barons as they hated his greedy personality. This is clear evidence that John's financial decisions were a key reason for the rebellions in 1215.

\* John also employed the use of sheriffs who were responsible for collecting these taxes. Sheriffs were often allowed to take some of the tax for themselves which made John unpopular as he would often do the same. Sheriffs were also often violent and demanded more than they were owed this further decreased John's popularity with the barons.

The final reason for the rebellion in 1215 was John's actions directly against the Barons. He would often hold their debts against them going down to obey John and obviously this was disliked as Barons felt vulnerable and felt they had no respect from John. William de Braose failed to pay his debts and as a result his wife and son were starved to death in jail. This increased the Barons' sense of vulnerability and also made French Barons feel especially uneasy as William was a great man. John also brutally murdered Thomas after an attempt to castrate him which was clerical. This was the final straw for most Barons who were fed up of feeling vulnerable under the rule of the tyrannous John. Once again showing clearly that John's actions against the Barons as well as his brutal murder of Thomas were key reasons for the rebellion in 1215.

Overall it's clear to see that the loss of Normandy was a huge factor for the rebellion as many Barons were outraged that their lands and revenues had been lost as well as their faith for John as king. However other factors such as John's abuse of arbitrary power such as his control of the law courts played a much bigger role. It was a combination of John's poor treatment of the Barons e.g. William de Braose, his ridiculous taxes and fines like such as the thirteenth and his abuse of arbitrary power which ultimately played a much larger role in worsening relations with his Barons resulting in rebellion.



In order for a student to reach top marks in this question, they had to consider a range of factors and have an analytical explanation directed at the question consistently.

They need to include accurate, precise and relevant knowledge which is wide-ranging and a criteria for judgment needs to be fully justified and applied.

The following response does all of those things and therefore achieves Level 4 – 16 marks.



Be very clear about the conceptual focus of the essay you are writing, don't try and make past essays you've written fit the exam.

Plan every essay before you begin writing.

## 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 the rebellion against John in 1215. For this question, a clear structure and subject specific terminology were commonly used. However, some answers lacked detailed knowledge and understanding or did not focus 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.

## **Grade boundaries**

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<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

