

# Examiners' Report

## June 2014

### GCSE History 5HB03 3D

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## Introduction

This is the ninth and last paper of this unit and is one of four similar Source Enquiries. Each follows a similar pattern. However the Work of the Historian makes slightly different demands and has a different focus from Question 5. Generally, all that changes is the context provided by the evidence used and the particular focus of the questions. As with other units the quality of candidates' responses and allocation of effort to questions carrying a higher tariff has improved each series.

This series, the paper focused on the Peasants' Revolt of 1381 and the role played in it by Richard II. There is clear evidence that candidates responded more effectively with more recent topics than in earlier ones such as the Styal Mill or wartime evacuation in World War 2. Using a medieval topic however caused problems to many candidates. The usual standbys for evidence diaries, newspapers, films and interviewing the dead did not quite fit. Without doubt this topic was seen as problematic by many candidates in terms of responses to Question 5. In many responses anachronisms were the order of the day. Responses to questions 1-4 were however often well done. As in other units of this paper there were fewer blank questions and responses to Question 5 were often weak but generally attempted. Some of the work seen was encouraging especially where candidates were able to deploy appropriate knowledge of their own about possible problems in gathering evidence and suggesting evidence that would help resolve these problems. Some responses to Question 5 were excellent at demonstrating both additional recalled knowledge and considerable ability applying it.

There were more encouraging responses at the very top of levels of most questions though far fewer at the top of Level 4 of Question 5. Evidence-based skills and ability to use sources were often better deployed than the candidates' own knowledge of the work of historian. As in previous series, WOTH candidates often did better responding to questions 1-4 than did candidates in other units. This is was more than compensated by Question 5.

## Question 1

Most candidates did well on this question, with a large majority giving a Level 3 answer. Candidates clearly know what an inference is and are able to back one up with support from the source. The most common inference was that John Ball believed in equality and the most common support for this was to quote 'Are we not all descended from Adam and Eve'. Sometimes this was used to justify the inference that Ball was a Christian. Some candidates repeated the same inference concerning equality, justifying it with reference to the contrast between the clothes, food and the working lives of rich and poor. Doing this did deny them the top mark as they needed to produce two separate inferences.

Other popular inferences concerned the assumption about the support that might be given by the young king, or the need to take action if that support was denied. Some candidates noted that Ball's views were radical or even revolutionary and that he expressed the anger of the poor.

Candidates in general seemed to have learned to spend an appropriate amount of time on this question, saving time for later questions where more marks can be gained. Far fewer are giving unnecessary detail about the likely provenance of the source and very few are now confusing Source A with the Background Information, as has happened in the past.

### Answer ALL questions.

Look carefully at the background information and Sources A to G in the Sources Booklet and then answer Questions 1 to 5 which follow.

#### 1 Study Source A.

What can you learn from Source A about John Ball's ideas?

(6)

We can learn a lot about John Ball's ideas. We can learn that Ball believes that the rich and the poor should be equal "Are we not all descended from Adam and Eve, the rich and the poor?", he uses this religious argument to convey his ideas. We can also tell that John Ball feels that there is injustice with the way that the rich are compared to the poor "They have wines and spices while we only have bread and water".

We can learn that Ball feels that the poor should not put up with their treatment by the rich "because of our hard work they live in luxury, we are treated like slaves". Ball also feels that the solution to the problem should come from talking rather than violence "let us go to the king and tell him our complaints". Ball believes that they should try to solve this issue of injustice in a peaceful and dignified way, however we are able to tell that

Bull is prepared to use other means if necessary (possibly violence)  
"If not, we must improve things ourselves" We are able to tell that  
Bull is trying to convince other poor people to commit to this activity.  
We can learn that Bull is a supporter of the revolt.



**ResultsPlus**

**Examiner Comments**

This is a Level 3 response. It makes several inferences and provides support from the source.



**ResultsPlus**

**Examiner Tip**

Make one inference with support: 5 marks.

Make two or more inferences with support: 6 marks.

Do not paraphrase the details from the source.

## Question 2

Most candidates reached a Level 2 with this question, really making inferences about what the picture showed about the rebels, some very speculative, rather than focusing on the impression that the artist was giving. For this question too many candidates still take the visual evidence at face value and seek to describe it, rather than recognising that the producer of the source has a deliberate intention.

Common statements concerned the vivid colours used by the artist, the darkness of the castle in the background and the fact that the rebels were in two groups. Views on these issues varied, the darkness of the castle indicating the rebels' violent, dangerous and threatening intentions, and the rebels being in two groups indicating that they were in disagreement on how to proceed. Candidates were divided over John Ball, some seeing him as strong but peaceful, attempting to prevent violence, others as stirring up a determined resistance. Quite a few candidates, particularly those reaching Level 3, recognised him as the dominant feature of the illustration. That he was painted on a larger scale than the peasants was recognised as an indication of his importance, as is shown in the example below:

*From the illustration, there is an overall impression of positive strength and power shown by the artist. This is firstly shown through how the artist has made John Ball the focal point of the picture, portraying him as a very big man, much larger than all of the men looking up at him. This shows that the artist is trying to portray an overall impression of strength and capability of not only John Ball, but also of the rebels as a collective group. They have such a big, powerful leader.*

Occasionally Ball was confused with Richard II and the event depicted confused with Richard's meeting with the rebels, with one group seen as the king's men, while the other were the rebels.

Other common interpretations, helping candidates reaching Level 3, were that the quality of clothing, armour and weapons indicated both the power and organisation of the rebels, that some of them were rich, and that the number of flags and banners indicated that the rebels were loyal and patriotic.

### 2 Study Source B.

What impression does the artist give of the rebels in this illustration? Explain your answer, using Source B.

(8)  
Source B shows us an illustration of the peasants over 80 years after it happened. Because it was painted 80 years after the rebellion, it may be exaggerated or inaccurate as the artist was not present. However, it is not likely to be subjective due to this.

First of all, the artist depicts John Ball as the leader of an army. He has painted them all as soldiers. They are also made to seem well organised and many in number. This gives the impression that although they are simple people, they are powerful together and a match for the English government. He paints them



as a battle-ready army, showing that they are willing to take what they want by force and that there are a great many of them that support the ~~caused~~ cause. Again, this gives an impression of power, fearlessness and a threat to the government.

The artist has also ~~an~~ chosen to paint John Ball in simple clothes. He is the leader and this is represented by the horse as it gives an impression of authority as he towers above them as they all look to him. Despite this, he is not painted traditionally, in shining armour and long decorated coats. He is not even holding a weapon. This ~~shows~~ gives

an impression that he is a simple, honest man who is fighting for a just cause. He is painted like this but surrounded by an army to show that together under one cause, the peasants are as mighty and as strong as the rich. His lack of weapon shows his reluctance to use violence as a first move and points out his idea to show the king their might, and then negotiate their terms.

In conclusion, the artist gives an impression of power and might in the peasants. He shows that they fight for a single, just cause and that they only want change, not violence through the use of simple clothes on their leader.



### ResultsPlus Examiner Comments

This is a solid Level 3 response that focuses on the impression the author tries to give of the rebels' behaviour and makes effective use of the source in support.



### ResultsPlus Examiner Tip

- Decide what impression is being made before you attempt to answer the question.
- Use information and details from the source that support the impression given.
- Comment on how the language used/picture details support the impression.

### Question 3

Generally speaking candidates made a good attempt at this question. Answers which failed to consider all three sources were rare. A consideration of the contents of the sources, without reference to their nature, remained common this cycle, as in previous ones. More candidates than in previous years used the terms 'primary' and 'secondary', which is gratifying, but considerations of nature remain simplistic as in previous cycles, with candidates considering the recent statements of historians as less likely to be accurate because of their distance in time from the events that they describe.

There were plenty of answers which matched the sources, often very carefully and accurately, but failed to reach a conclusion. Some candidates just considered each source in turn and considered whether it supported the statement about the rebels being a criminal mob and then, at the end as a conclusion, merely stated that this source did support or did not support the statement. However, some candidates made quite subtle judgements, recognising that there were elements of both a mob and an army about the rebels. Below is a particularly fine example of the subtle thinking of some candidates:

*Again in Source C, it says that the leader for the rebels in Kent 'was not a peasant'. This suggests that people with higher authority were involved giving potential structure to the rebels as even the wealthy had 'complaints and grievances'. The article also states that the Kent rebels took over Canterbury. This suggests diplomatic strategies, something that a criminal mob wouldn't have. The article also states that the rebels 'marched to London' suggesting an orderly formation achieved by structure.*

The lesson for this question is that candidates will not achieve the very highest grades, however subtle and comprehensive their matching of sources, unless they produce a conclusion which addresses the issue of how far the sources support the judgement given in the question. An example of this kind of reasoning is:

*Overall I think Sources B,C and D unanimously agree that the rebels were not mob like and that the revolt was in fact well organised. However, Sources C and D also suggest that despite the good organisation, their actions were evil and criminal. Sources B,C and D only agree so far that the rebels were not just a criminal mob.*

#### 3 Study Sources B, C and D.

How far do Sources B, C and D suggest that the rebels were not just a criminal mob?  
Explain your answer, using these sources.

(10)

All three sources suggest to a certain extent that the rebels were not just a criminal mob. Source B shows the rebels in orderly formations, discussing and organising something, therefore it implies the revolt was controlled and not moblike at all. Also the rebels carry English flags suggesting they were fighting to save England and are therefore brave and heroic, not criminal. Source C describes the rebels "marched" and "executed" and these words suggest organisation and efficiency. Source C suggests the rebels were not unruly or



moblike, rather than they were orderly and organised. Source D says "They were definitely not a disorganised mob. Their targets were carefully chosen". This shows the rebels were careful and organised and specifically states that they were not a mob.

On the other hand source C implies the rebels' behaviour was indeed criminal. It describes their actions: "attacked... looting... burning... murder." This suggests that their actions were evil and criminal. It also talks about the rebels setting prisoners free which implies they were behaving illegally too.

(Question 3 continued) Source D also suggests their actions were criminal: "They attacked property... The house of the King's Treasurer was also destroyed." This shows they behaved much like criminals and implies that they were just a criminal mob.

Overall I think sources B, C and D unanimously agree that the rebels were not moblike and that the revolt was in fact well organised. However sources C and D also suggest that despite the good organisation, their actions were evil and criminal. Sources B, C and D only agree so far that the rebels were not just a criminal mob.



### ResultsPlus Examiner Comments

This is a good response that combines effective cross-referencing and focuses on content to make an assessment of the suggestion.

This is a Level 3 response.



### ResultsPlus Examiner Tip

Make sure you cross-reference between all 3 sources.

Avoid simply writing what each source shows.

Make use of both content and NOP in your answer.

## Question 4

As with Question three, a large number of candidates concentrated on the content of both sources, rather than their nature, although undoubtedly the numbers of candidates considering both is on the increase. Candidates tended to see E as more useful to the historian because of the detail that it provided. Some identified its clear description of events as evidence of its lack of bias, while others saw its description of the behaviour of Tyler as evidence that he deserved his fate. A large number of candidates concentrated on what the expressions on the faces depicted in Source F could tell us. The fact that it showed only a moment in time was also a common observation.

It was gratifying that so many candidates recognised that the illustration was completed between 80 and 100 years after the events that it depicts, although they did not always know what to make of this. Some were able to recognise that *Froissart's Chronicles* were published shortly after the rebellion and that he was in England at the time. Interpretations of this could be quite ingenious if contradictory. It was claimed that as he was French, he would be unbiased as he had no personal interest in the events that he witnessed. Others considered that the experience of the Hundred Years War meant that he would be an opponent of the English Crown. Some considered that because he was French he would not understand the events he was observing. Generally there was little attempt to explain the link between *Froissart's Chronicles* and the purpose of the artist of the illustration, although sometimes it was recognised that it was a disadvantage that we do not know who the artist was.

As with Source F, there was divided opinion on the provenance of Source E. Some candidates thought that monks, being Christian, could only tell the truth, others that a monk would automatically side with the Crown. Some candidates noted that the monk was from the North of England and speculated on whether he would know what had happened in the South and whether he was actually present at killing of Tyler. Here is an example of some careful thinking:

*If the monk is relying on someone else to tell him what happened, it is only 18 years after the event, so the recounter's memory is unlikely to have forgotten the key points in such time. However, it does seem to have a bias towards the king, describing his opponent, Tyler's actions as 'very rude and disgusting', also saying that his resulting death was his own fault. This biased view may have come from one of the king's inner circle as they were eye witnesses at the time.*

This means, although the monk writing would not be bending the truth, the person dictating events to him may be, so it is not entirely reliable to due to its perspective.

### 4 Study Sources E and F.

Is Source E or Source F more useful to the historian who is enquiring into the death of Wat Tyler? Explain your answer, using Sources E and F.

(10)

The historian enquiring into the death of Wat Tyler, the leader in Kent who wasn't a peasant himself, would find Source E more useful.

Source E is from a "Chronicle written by a monk" which means it is written text, whereas Source F is an illustration, meaning it is just a

picture. This makes Source E more complete and contains a lot more information and nothing is left to interpretation as it is in Source F, which could also mean it's more reliable because it contains information, ~~at~~ with much less chance of being wrongly interpreted.

Also, Source E gives the whole story of how he was killed, being "stabbed... two or three times" by one of the "King's men" after the Mayor gave "Tyler a deep wound on the neck". Whereas from Source F you wouldn't know who killed Wat Tyler, that the Mayor gave him a deep wound on the neck, or even how many times he was stabbed.

However, in terms of reliability, we are unsure if the writer of Source E was there at the event, as it happened in London, while he was in

(Question 4 continued) the North of England. However, by the very detailed detail and time it was written (1399), 18 years after the Revolt meeting, we could assume it would be accurate - however we must take into account that things may be rumoured or exaggerated. Source F however could be more reliable as Froissart collected information to produce this illustration, and as it was painted between 1460 and 1480, almost 100 years after, it would have been easier to collect evidence and information. ~~However~~, Overall, Source E would be more

useful to the historian enquiring into the death of Wat Tyler than Source F based on context however the historian must be careful as some parts may be false or exaggerated.



**ResultsPlus**

**Examiner Comments**

This response looks at what both of the sources show and examines how their nature can determine their value. It achieved a Level 3 mark.



**ResultsPlus**

**Examiner Tip**

Make use of both content and Nature Origin and Purpose of each source.

Sources that are nearer the event are not necessarily more useful or reliable.

Avoid simple comments on either primary or secondary being better or worse.



## Question 5

There is no doubt that candidates struggled with this question and an awful lot achieved no higher than a Level 2. This was largely because they lacked knowledge of the kinds of sources that are available for the medieval period. Anachronisms abounded, particularly newspapers, diaries and even photographs. Some candidates could be rewarded for recognising the general lack of literacy in the period and that only the nobility and those in holy orders were likely to keep diaries. On the whole candidates were better with the difficulties of evidence than possibilities for research, although sometimes the difficulties suggested were quite basic, along the lines of all witnesses being dead and lots of evidence having been destroyed. However, examples could be found of critical thinking about the difficulties that historians face when attempting to research events that occurred a long time ago. Here is a candidate on the problems faced by Alison Weir:

*Source G, to begin with, is a secondary source; it was published in 1995, many years after the Peasants' Revolt. Although Alison Weir no doubt researched the revolt and the king's actions thoroughly, using many different sources, it is impossible for Source G to provide an accurate account of the king's behaviour during the revolt. The author of Source G can only judge the king's bravery from the eye-witness accounts of others, which may be subjective, as Weir was not present at the time.*

This candidate clearly recognises the work that a historian must do, but could also identify the problems of interpreting the evidence.

Some candidates did, however, show imagination and list appropriate sources: tapestries; folk songs; court records; parish records. Good candidates often drew on the sources used in the paper, chronicles, paintings, the writings of monks or the research of other historians.

The two lessons that emerged from this final 'The Work of the Historian' paper is that many candidates still need to understand that historians have much to offer, that they do have a valuable perspective on the past, that they have received a technical training in the reading of sources, that they do research and weigh up the value of sources for particular kinds of enquiry, that they have the benefit of hindsight and that they build on the work of other historians. Finally, although perhaps no longer so relevant, it should be more recognised that candidates need to be more aware of the kind of sources available for the historian of the medieval period.

### \*5 Study Source G and use your own knowledge of the work of the historian.

Spelling, punctuation and grammar will be assessed in this question.

This source suggests that King Richard II behaved bravely during the Peasants' Revolt.

Explain the difficulties in finding evidence to support this and suggest other research the historian could do to check this claim about King Richard II's behaviour.

(16)

It is always difficult to find out what happened long ago for a variety of reasons. For example things were not recorded as well. People were illiterate (unless important) and this leads to a lack in evidence. Of course this must then be found, be legible and not destroyed. If text, for example a diary, was created then it would have most likely have been biased. It would have been written

for someone working for the king or a priest and ~~both~~ would show opposite sides of the story. Also it's not likely it was an eye witness account and stories can be mis-heard or copied wrongly (as there was no printing press).

You could look for images and paintings but these would have been created by the rich, again introducing bias. It was either made to look pretty or manipulated to show certain aspects. Things showing the king negatively would have likely been destroyed (if even made in the first place).

Much of the research was created long after the revolt, leading to inaccuracies. There are bits and bobs collected to make an account thousands of years after the event.

You ~~cannot~~ <sup>probably can't</sup> directly find any <sup>reliable</sup> evidence about King Richard's behaviour towards the peasants during the revolt. However you could use things to see if conditions changed afterwards. This would show if King Richard II's ~~to~~ nature was that of a good, brave leader.

This can be shown by England's relations with other countries during Richard's reign. Were there many battles? Did Richard lead these from afar or on the battle field? How did he act towards others of importance and what did they think of Richard/England? This would give us an outline, and it is more likely for evidence like this to be made (diaries, paintings, tapestries, stained glass windows etc etc.)



It would also be useful to see if Richard was oppressive or understanding towards ~~the~~ peasants. You could collect artefacts on how his bravery and actions affected the lives of commoners (or did he not fight for improvement at all?) You could check tithe records to see if England was prosperous in his reign <sup>(as more income means more 'tax' collected)</sup> or mortality records to check for ~~plague~~ plague or just general neglect.

Of course things like photos and newspapers were not around but this doesn't mean we are in the dark about what happened in the past and there are various ways in finding evidence to support King Richard II's bravery.



**ResultsPlus**

**Examiner Comments**

This is a lower Level 4 response that identifies difficulties faced by the historian and possible evidence that could be used to test the hypothesis.



**ResultsPlus**

**Examiner Tip**

Answer Question 5 with enough time to spare as it is worth 19 marks.

Avoid reference to sources that could not have existed in the investigation.

## **Paper Summary**

### Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- plan to use your time well, spend longer on high mark questions
- answer all 5 questions
- make two or more inferences on question 1 and support them by using the source
- decide what the impression/message is in question 2 before answering the question
- cross reference the three sources in question 3 and comment on content and NOP
- use both sources using both content and NOP.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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