

**GCSE
HISTORY (PILOT)**

4971

Unit 1: Medieval History

May

Time: 4 hours

Additional Materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number on the front of the answer booklet. If you have word-processed your work then please attach it to the answer booklet.
- This task consists of two options:

Option 1: Raiders and Invaders: the British Isles c.400 – c.1100.

Option 2: Power and Control: Kingship in the Middle Ages c.1100 – 1500.

- Choose **ONE** of these options and answer the question in that option.
- Each option contains some advice about how to plan and write your answer. This is intended to help you.

INFORMATION FOR CANDIDATES

- You will be able to research your answer by using your class notes, books, the school library and any other resources you may have at school, including the Internet if available.
- When you have completed the task, you must attach a full list of resources used, including web-sites.
- You may **NOT** communicate with other candidates about the content of your work during the four hour period of the set task.
- You may communicate with your teacher / supervisor only for technical support (questions such as help with using library systems / the Internet).
- Remember to allow yourself enough time for research and to write up your answer.
- Your answer should be between 1000 and 1500 words. You may include diagrams, drawings and photographs. Your answer may be hand written or word-processed.
- The quality of your written communication will contribute to your final mark.
- The total number of marks available for this task is 50.

This document consists of **3** printed pages.

Option 1 - Raiders and Invaders: the British Isles c.400 – c.1100

“The Saxons were peaceful and civilised, while the Vikings were violent and barbaric.”

How far do the sources you have researched convince you that this statement is correct?

How to tackle the task:**1 Think about what you know already**

- How could you decide whether people were ‘peaceful and civilised’ or ‘violent and barbaric’? What would you look for? Draw up a check-list.
- Use your notes and other information you have already to see how the Saxons and Vikings measure up to this check-list.
- Remember that Saxons and Vikings may have behaved differently at different times.

2 Begin your research

- The task asks you to research sources. You will need to use evidence from a wide range of sources to back up what you are going to say. You could be looking for archaeological evidence, for reconstructions, for what people at the time believed and for what historians think.
- Start with the sources you have already from your work on this Unit. What does the evidence suggest so far about who comes out best on your check-list?
- Remember to think about the reliability and usefulness of these sources.

3 Wider research

- You can use any resources normally available in your school or college. This means you can use your own books and notes as well as the library and the Internet.
- Look for a range of sources that will help you decide what the Saxons and Vikings were really like. Remember to think about the reliability and usefulness of these sources.
- Keep a note of all the sources you use.
- Look for different opinions about what the Saxons and Vikings were like. Are these different opinions supported by the evidence you have found?

4 Write up your findings

- Make sure you explain **how far** you agree with the statement given in the task. Do not just write down everything you have found out about the Saxons and Vikings.
- Try to compare the two groups. If you think one was overall more peaceful and civilised than the other, explain why by comparing them.
- Back up what you say by referring to the sources you have researched.
- Do your best to communicate your findings clearly, and use correct grammar and spelling.

[50]

Option 2 – Power and Control: Kingship in the Middle Ages c.1100 – c.1500

“In the middle ages, the good rulers were those who were successful in battle.”

How far do the sources you have researched convince you that this statement is correct?

How to tackle the task:**1 Think about what you know already**

- What does it mean to be a ‘good’ ruler? Make a check-list of the things you think are important (such as making sure there was peace in the land) and which you would want to consider in order to judge what made a good ruler.
- Use your notes and other information you have already to see how the rulers you have studied measure up to this check-list.
- Remember to think about John, Edward I, Owain Glyndwr and Henry V. You may also choose to use information about other medieval rulers.

2 Begin your research

- The task asks you to research sources. You will need to use evidence from a wide range of sources to back up what you are going to say. You could be looking for archaeological evidence, for reconstructions, for what people at the time believed and for what historians think.
- Start with the sources you have already from your work on this Unit. What does the evidence suggest so far about who comes out best on your ‘good ruler’ check-list?
- Remember to think about the reliability and usefulness of these sources.

3 Wider research

- You can use any resources normally available in your school or college. This means you can use your own books and notes as well as the library and the Internet.
- Look for a range of sources that will help you decide what the most important thing was that a ruler had to do to be ‘good’ at his job. Remember to think about the reliability and usefulness of these sources.
- Keep a note of all the sources you use.
- Look for different opinions about what rulers had to do to be thought of as ‘good’. Are these opinions supported by the evidence you have found?

4 Write up your findings

- Make sure you explain **how far** you agree with the statement given in the task. Do not just write down everything you have found out about what rulers had to do to be good.
- Try to compare the rulers you have studied. If you think one was more deserving of being called a ‘good’ ruler than the others, explain why by comparing what it was they did.
- Back up what you say by referring to the sources you have researched.
- Do your best to communicate your findings clearly, and use correct grammar and spelling.

[50]

Candidates' answers will be assessed by external examiners, using the bands below.

BAND 5: 44 - 50 marks
<p>Candidates:</p> <ul style="list-style-type: none"> • Select, organise and deploy effectively and relevantly a wide range of information. They demonstrate a good understanding of the significance of the key features, events, individuals and situations in a broad context. They produce well developed, well reasoned and well supported analyses, explanations, arguments and historical conclusions. They also analyse, as a central feature of the work, diversity and interrelationships in the periods, societies and situations studied, and make explicit comparisons between different periods, societies and situations. • Rigorously evaluate and use critically a broad range of sources of information in their historical context to investigate and to reach reasoned and supported conclusions. • Show a good understanding of how and why events, people and issues have been interpreted and represented in different ways. They can comment on the validity of interpretations and representations in an informed manner.
BAND 4: 34 - 43 marks
<p>Candidates:</p> <ul style="list-style-type: none"> • Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a sound understanding of the significance of the key features, events, individuals and situations including some awareness of the broad context. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider diversity and interrelationships in the periods, societies and situations studied, and make comparisons between different periods, societies and situations. • Evaluate and use critically a range of sources of information in their historical context to investigate and to reach conclusions. • Show understanding of how and why events, people and issues have been interpreted and represented in different ways. They can make some valid comments on the validity of interpretations and representations.
BAND 3: 24 – 33 marks
<p>Candidates:</p> <ul style="list-style-type: none"> • Select and organise information, much of it deployed relevantly. They demonstrate some understanding of the significance of the key features, events, individuals and situations with a limited awareness of the broad context. They produce structured descriptions and explanations showing some understanding of causes, consequences and changes. Some attempt is made to consider diversity and interrelationships in the periods, societies and situations studied and to make comparison between different periods, societies and situations. • Evaluate and use critically some of the sources used. There is some evidence of this being used to support their conclusions. • Show some understanding of how and why events, people and issues have been interpreted and represented in different ways.
BAND 2: 13 – 23 marks
<p>Candidates:</p> <ul style="list-style-type: none"> • Select and organise some relevant knowledge. They describe the key features, events, individuals and situations. They identify and describe causes, consequences and changes. • Use sources of information at face value and can begin to consider their usefulness for investigating historical issues and for making simple conclusions. • Can identify differences between ways in which events, people and issues have been represented and interpreted, and can begin to identify some of the reasons for these differences.
BAND 1: 0 - 12 marks
<p>Candidates:</p> <ul style="list-style-type: none"> • Demonstrate limited ability to select and organise information. Their work contains mostly relevant material. They describe a few features, reasons, results and changes of the events, people and situations studied. • Use sources of information at face value and can extract relevant information for a given purpose. • Can identify surface differences between ways in which events, people and issues have been represented and interpreted.