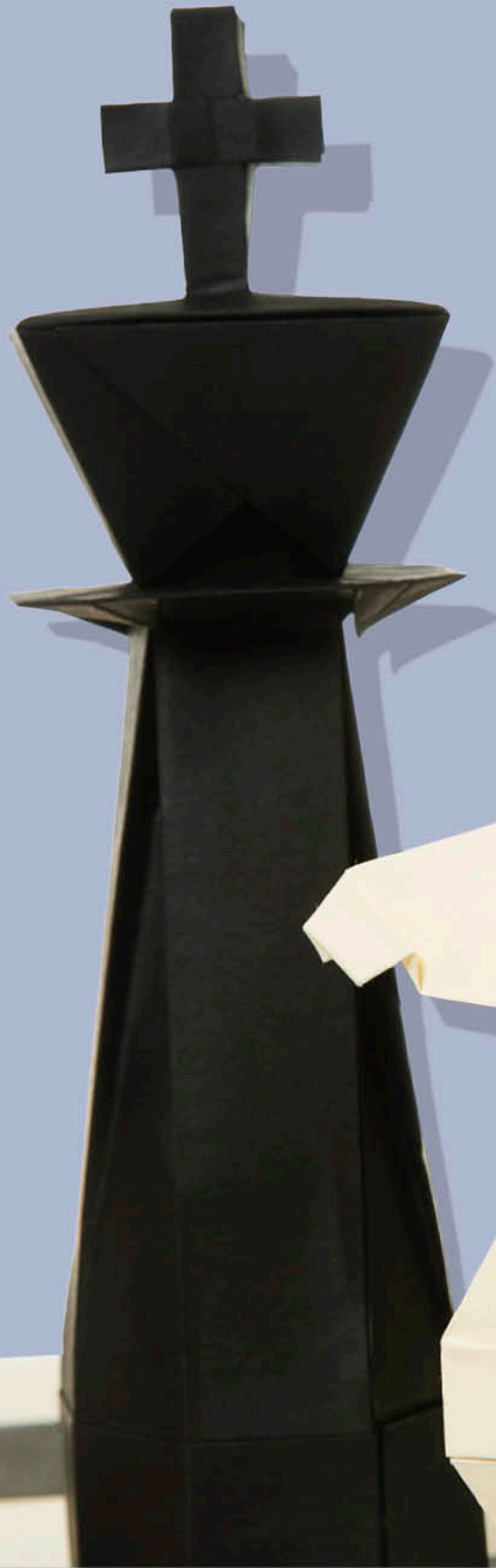


# Paper 2 specimen papers



**GCSE (9-1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)**

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/28 and 29)

Part A: Period study options

**Options 28 & 29: Conflict in the Middle East, 1945–95**

## Part A: Period study: Conflict in the Middle East, 1945–95

Question		
1		<p>Explain <b>two</b> consequences of the Camp David agreements (1978–79).</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks</p> <p><b>AO1:</b> 4 marks</p> <p><b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Most Egyptians were pleased with the agreements as they had brought an end to 30 years of conflict between Israel and Egypt.</li> <li>• A small minority of Egyptians, mainly Islamists, opposed the agreements and turned against Sadat for making peace and, in 1981, he was assassinated.</li> <li>• The Israelis felt more secure now they had traded land for peace and had neutralised the biggest Arab military power.</li> <li>• There was no permanent peace settlement in the Middle East as other Arab states opposed the agreements and were not prepared to make peace with Israel.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the key events of 1966–67 that led to the outbreak of the Six Day War (1967).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Syria's support for Fatah</li> <li>• the actions of Nasser.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In February 1966, a new government came to power in Syria that demanded the 'liberation of Palestine', and supported Fatah-based raids on Israel launched from Syria.
- The Palestine Liberation Organisation carried out guerrilla raids on Israel in 1966, which led to Israeli civilian and military casualties.
- Following Arab guerrilla raids, Israel carried out a reprisal raid on the village of Samu on 13 November 1966.
- Many Arab leaders were publicly critical of Nasser, which put pressure on him to prove that he was still determined to overthrow Israel; in 1966 and 1967, Nasser made speeches threatening the destruction of Israel.
- On 22 May 1967, Egypt closed the Gulf of Aqaba to all Israeli shipping and all ships bound for Eilat. This had serious economic consequences for Israeli trade.
- Fearing an attack, on 5 June 1967 Israel carried out a pre-emptive strike on several Arab states and the war began.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine.</li> <li>• The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt.</li> <li>• The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

#### The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine

Relevant points may include:

- It worsened relations between the British and the Jews especially as the British found it difficult to arrest those responsible and resorted to mass interrogations.
- The direct attack on British military headquarters and the high death rate greatly reduced support and sympathy from the British public for the Jewish cause in Palestine.
- Terrorist attacks such as that on the King David Hotel greatly weakened the morale of the British forces in Palestine.
- It contributed to the decision of Attlee's government to withdraw from Palestine and hand over the mandate to the United Nations in 1948.

#### The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt

Relevant points may include:

- It greatly increased rivalry between Israel and Egypt with Nasser more determined to crush Israel.
- Nasser retaliated by closing the Gulf of Aqaba to Israeli shipping and air traffic and giving support to Palestinian *fedayeen* raids.

- Nasser agreed an arms deal with Czechoslovakia, a Soviet ally, which made Egypt a greater threat to Israel.
- The success of the attack on Gaza encouraged Israel to take further action against Egypt including the invasion of the Sinai Peninsula and the Suez Canal.

**The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue**

Relevant points may include:

- It encouraged talks between US and PLO representatives in Tunisia about a settlement of the Palestinian issue.
- In late December 1988, Pope John Paul II received Arafat in the Vatican and, by the first week of 1989, about 70 countries had recognised the new state of Palestine.
- It reopened the peace process in the Middle East as Arafat accepted UN Security Council Resolutions 242 and 338.
- Arafat's public renunciation of the use of terrorism increased the possibility of Arafat and the PLO being involved in the peace process.

Specimen assessment materials for  
first teaching September 2016

Paper 2: Period study **and British depth  
study** (1HI0/20, 22, 24, 26 and 28)

Part B: Medieval depth options

**B1: Anglo-Saxon and Norman England,  
c1060–88**

**B2: The reigns of King Richard I and  
King John, 1189–1216**



### B1: Anglo-Saxon and Norman England, c1060–1088

Question	
4 (a)	Describe <b>two</b> features of the Domesday Book.  <b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• <i>It was ordered by King William (1) to discover who owned what in England (1).</i></li><li>• <i>It was a formal record of possessions and tax criteria (1) e.g. it recorded landholdings before and after the reign of Edward the Confessor (1).</i></li><li>• <i>It covered most of England (1) except, e.g. London and the extreme North (1).</i></li></ul> Accept other appropriate features and supporting information.	

Question		
4 (b)		<p>Explain why William I established the Marcher earldoms.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• William's supporters</li> <li>• borderlands</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### **Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

### **Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The borderlands with Wales had been unstable pre-1066 and continued to be so after Hastings – William needed stability.
- William's supporters had been promised land during William's preparations for going to England.
- The borderlands had to be secured to prevent rebels and new opponents from congregating.
- William did not have the military means to subdue the area on his own.
- Marcher earls were given great autonomy and would control the land in his name but at their expense because William did not have the financial means to subdue the Marcher lands.

Question		
4 (c) (i)		<p>'The main consequence of William I's policy of Normanisation was increased control of the Church in England.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• bishops</li> <li>• landholding</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- William replaced Englishmen with Norman bishops and this strengthened his control over the church.
- William's control of ecclesiastical elections and presence at Church councils ensured he had his way in most cases.
- The placing of the Church within the system of military feudalism benefited his political control over England, and bishops became part of the feudal military structure, adding to his security and control.
- The appointment of Lanfranc as Archbishop of Canterbury showed that William was keen to determine his right to appoint senior positions in the church; Lanfranc proved a willing supporter of William, especially by excommunicating rebels.

Relevant points that counter the statement may include:

- A Norman governing class was established by William giving land to his key supporters; in many instances the land was in geographical areas crucial to securing permanent control of England e.g. the borderlands.
- Norman landowners collected taxes for William and also provided soldiers so securing his grip on England further.
- Increased Normanisation of Anglo-Saxon society was ensured by introducing aspects of Norman law and the Norman legal system.
- William secured control over the Anglo-Saxons by means of language; the language of the victor superseded Anglo-Saxon.

Question		
4 (c) (ii)		<p>'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070-71).' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• leadership</li> <li>• punishment</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: similarity and difference [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- In the early stages of the rebellions, William appointed Norman leaders in each area to attempt to bring the revolts under control.
- William successfully raised and led an army to put down both rebellions.
- There were severe punishments meted out to some prominent individuals in York and there were similar actions after the ending of Hereward's revolt.
- In both instances, the strength of the rebels was undermined by isolating them from their allies e.g. in the North by buying off the Danes and in the Ely area by bribing local church officials to reveal a passage through the Fens.

Relevant points which counter the statement may include:

- In his attack on Hereward, William not only used land forces but also raised a fleet.
- William laid waste to the North on the conclusion of the rebellion but did not repeat the method after Hereward disappeared; ordinary participants were hounded in the North but pardoned in the Ely area.
- Castles were built in York and across the north in response to the rebellion but this did not occur in the Ely area.
- William gave out some pardons to those leaders who surrendered in the North but made and broke promises of safe conduct on surrender to the leaders of Hereward's rebellions.

## B2: The reigns of King Richard I and King John, 1189–1216

Question	
5 (a)	<p>Describe <b>two</b> features of the role of William Marshal as Protector.</p> <p><b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks</p>
Marking instructions	
<p>Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>He was appointed Protector on the death of John (1) by the king's council (1).</i></li><li>• <i>Marshal had Henry III crowned and anointed promptly (1) giving legitimacy to Henry's position (1).</i></li><li>• <i>Marshal indicated Henry would rule according to the Magna Carta (1) securing support from the nobility (1).</i></li></ul> <p>Accept other appropriate features and supporting information.</p>	



Question		
5 (b)		<p>Explain why England became involved in the Third Crusade.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Jerusalem</li> <li>• the Pope</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### **Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

### **Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The capture of Jerusalem was seen as crucial because it was the symbolic centre of the Christian church. Pope Clement III called for monarchs to recapture former Christian territory.
- Richard saw himself as a chivalrous king and took the mantle of crusader and having just become King of England vowed to win back Jerusalem.
- The Crusader knights had been defeated at the Battle of Hattin in 1187 and Saladin had captured territories that the earlier Crusaders had won.
- Islam was in possession of the city and most of the crusader Kingdom of Jerusalem.
- There was a popular demand for a crusade in England with many knights eagerly preparing for the crusade and Richard sought to be in the vanguard.

Question		
5 (c) (i)		<p>'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Arthur's claim to the throne</li> <li>• the King of France</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Arthur's claim was well known but disputed between the English and continental camps. John needed to remove any threat.
- Any direct blood claim to the throne was removed with Arthur's disappearance and then death, which again strengthened John's claim.
- Arthur had led an army in France and thus the connection with France was dangerous for John in terms of security, finance and international standing.

Relevant points that counter the statement may include:

- John was supported by most of the nobility in England and this strengthened his position.
- Richard had proclaimed John as heir on his death bed, which gave John a very strong claim.
- Philip of France, in the Treaty of Le Goulet, recognised John as King of England and John accepted Philip's right as the legitimate feudal overlord of his lands in France.
- Philip agreed not to support Arthur and accepted John's key role in Brittany, thus diluting Arthur's power base further.
- John's marriage to Isabella of Angoulême had won over more of the English nobility and the marriage looked to guarantee the nobles' lands in France, which won favour for John.

Question		
5 (c) (ii)		<p>'The most important consequence of King John's dispute with the Papacy was the Interdict.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the excommunication of King John</li> <li>• Archbishop of Canterbury.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- The Interdict had an impact on all levels of society in England, increasing John's unpopularity.
- The Interdict affected the lives of ordinary people throughout England by banning Church services and ceremonies, such as, the right to a Christian burial.
- Many clerics objected to the fines and imprisonment employed by John in order to weaken the effects of the Interdict.

Relevant points that counter the statement may include:

- The dispute led to King John's excommunication by the Pope which had the effect of challenging his legitimacy as king: any opponents, such as the barons, could claim that he was not the rightful ruler of England.
- The dispute had the effect of threatening the security of England as the Pope had stated that he would look favourably on anyone who sought to remove John; in 1213 it appeared that Phillip II of France was preparing to invade.
- To help bring the dispute to an end King John had to accept that the Pope could choose the Archbishop of Canterbury meaning that the power of the English king to choose Church appointments was diminished.
- The dispute undermined the power of the king: to end the dispute John agreed that England would become a papal fief which meant that John, and future English rulers, would have to do homage to the Pope and pay feudal taxes to Rome.