

Examiners' Report

June 2025

GCSE History 1HI0 B1

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Introduction

Section B of Paper 2 assesses the British Depth Study. Candidates answer four questions that target Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). In 2025, the B paper was sat alongside the P paper, for a total of 64 marks. There were some changes to the structure of the paper and candidates had five minutes longer to complete both papers in 2025, following an update to the specification.

Questions 1a and 1b are worth two marks each and were new questions for 2025. In previous series, candidates were asked to identify two features or characteristics of one topic named in the question, adding further detail to each one, for a total of four marks. In the new assessment model, candidates are asked to describe two features of two different topics. They should then add additional material to develop each feature or provide context for it. These new questions follow an identical format to Q1a and Q1b on Paper 1.

Question 2 is scored out of 12 marks and the mark scheme is an identical format to Q4 on Paper 1 and Q2 on Paper 3. This question targets the second-order concept of causation. Two stimulus points are provided as prompts to remind candidates what they have studied. It is not intended that the stimulus points are examples of causes but will indicate or be linked to a wider cause. Candidates do not have to use the stimulus points and, indeed, should not use them if they do not recognise them. Candidates should aim to cover three aspects of content in their answer: this is required to score at the top of Level 3 or in Level 4.

For the final question on the paper, candidates have a choice between Question 3 and Question 4, each scored out of 16 marks. The questions may target any second-order concept, such as significance, consequence or similarity/difference. This question follows the same principles as Q5/6 on Paper 1. As with Q2, two stimulus points are provided to prompt candidates. It should 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. There is an expectation that there will be both depth and breadth of knowledge to access the higher levels.

A number of candidates were able to demonstrate broad subject knowledge that supported marks being awarded in Level 3. Those answers that moved into Level 4 demonstrated an understanding of the conceptual focus of the question and provided a supported judgement, based on criteria; this judgement was often sustained throughout the answer, providing a coherent line of reasoning that developed to a thoughtful conclusion. 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 candidate's judgement is in relation to the full conceptual focus of the question.

At Level 2, candidates usually provided a good range of relevant content but often struggled to apply this to the second-order concept dictated in the question, often describing the 'how' or 'what' of the topic rather than addressing the question fully. It is important that candidates 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.

In the British Depth Study, Q1a and Q1b use a points-based mark scheme, while Q2, Q3 and Q4 are marked using 'best fit' against a levels of response mark scheme. Progression in AO1 is shown

by the candidate's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is demonstrated by moving from simple or generalised comments to analytical explanation, showing a line of reasoning which is coherent, logical and sustained.

The indicative content in the mark scheme is provided as an example of what candidates might write: it is not a list of what must be included in a response, nor does it give any expectation of how candidates are expected to structure their responses. Any valid analysis and detail are rewarded and examiners noted that some candidates demonstrated impressive knowledge and understanding that went far beyond the indicative content.

Question 1

Question 1a – Describe one feature of Norman castles. (2 marks)

Candidate responses to this question were generally secure, with many correctly identifying structural features introduced by the Normans. The motte-and-bailey design was the most frequently cited, and stronger answers went beyond naming the feature to explain its purpose. For example, candidates described the motte as an elevated mound upon which a wooden keep was placed to enable visibility and defence, while the bailey served as a secure enclosure for soldiers, supplies, and livestock.

Where responses focused on palisades or drawbridges, marks were awarded provided the descriptions included relevant supporting detail. Some candidates referenced the strategic placement of castles near rivers or rebel centres, recognising their dual role in defence and control. However, several weaker responses confused terminology—such as referring to a “moat” when describing the motte—or offered generalised answers like “castles were used for protection,” which lacked the specificity required for full credit.

In a minority of cases, candidates discussed Anglo-Saxon burhs or post-Conquest stone castles without providing a feature, indicating a lack of precision. Overall, responses that provided an accurate name and a clear explanation of a physical feature introduced after 1066 achieved full marks.

Question 1b – Describe one feature of the feudal system (2 marks)

Performance on this question was more varied. Many candidates successfully identified the reciprocal nature of the feudal hierarchy, such as the king granting land to barons, who in turn were obliged to provide knights for military service. Others explained how peasants, often villeins or serfs, worked the land in exchange for protection and housing.

Higher-level responses included accurate terminology such as “tenants-in-chief,” “homage,” or “oath of fealty,” and indicated a clear understanding of the system’s structure and obligations. However, a significant number of candidates confused the feudal system with Anglo-Saxon governance, referencing thegns or ceorls, none of which were relevant under Norman rule.

In weaker responses, candidates misattributed features such as the hue and cry or tithings, which belong to policing systems rather than feudal landholding. Vague statements about “people working for kings” or “the system of rules” were too imprecise to gain full credit. Where candidates described a valid and specific aspect of landownership, hierarchy, or service provision within the post-Conquest context, 2 marks were awarded.

1 (a) Describe **one** feature of Norman castles.

(2)

One feature of Norman Castles was that they were constructed out of stone ~~surrounded by~~ ~~rather~~ rather than wood due to the Normans' complex architectural methods, which gave them an advantage in defense when facing attacks, as they could withstand much more than the typical wooden ones.

(b) Describe **one** feature of the feudal system.

(2)

One feature of the feudal system was something called Geld tax. This was a sum of money that could be payed to the family of a victim in a crime to prevent a blood feud from occurring.



1a) The response successfully identifies a valid feature: "Made of stone." This is effectively supported with relevant information: "Withstands attacks better than wood," which clearly demonstrates understanding of defensive advantages. 1b) The feature "Geld Tax" is correctly identified; however the supporting explanation lacks credit because it does not relate to the context of the feudal system.



Ensure the feature is clearly identifiable by using precise connectives to link the supporting information.

1 (a) Describe **one** feature of Norman castles.

(2)

one feature of Norman castles was the keep.
The keep was high up and helped defence and
attack. The keep also further protected normans
as it was difficult to set on fire. This
protected normans in rebellions or invasions.

(b) Describe **one** feature of the feudal system.

(2)

one feature of the feudal system was the
king. In Norman England, the king owned all
land which ensured he had all the power
and no nobility could overthrow him or
threaten his reign. This secured William's
power.



1a) The response identifies a valid feature: "Keep" , and supports it with relevant information: "Helped defence," clearly demonstrating its role in fortification. 1b A valid feature is provided: "King," with supporting detail: "Owned land," appropriately reflecting the social hierarchy of the time. This response presents rewardable material that extends well beyond basic identification, showing a strong grasp of historical context.



Ensure that your supporting information directly relates to the question, clearly reinforcing the feature you've identified.

Question 2

Question 2 – Explain why William of Normandy won the Battle of Hastings (12 marks)

Candidates generally approached this question with confidence, and most demonstrated some awareness of key factors contributing to William's success. Stronger responses explored multiple reasons and presented a coherent argument with clear causal explanation. These included Harold Godwinson's hurried march south from Stamford Bridge, which left his forces exhausted and underprepared, and William's tactical use of cavalry and archers to break the defensive shield wall. Many candidates described the feigned retreat in detail, showing how it lured Anglo-Saxon soldiers from their position and exposed their vulnerability. Better responses also referenced William's preparation, the support he received from Pope Alexander II and the symbolic power of the Papal Banner, giving him a moral and political advantage.

Level 4 responses integrated at least three well-explained reasons, demonstrated secure chronological awareness and consistently maintained analytical focus. These candidates avoided storytelling and instead linked cause to consequence, using terminology such as "strategic advantage," "tactical superiority," and "logistical preparation." Some even contrasted Harold's reliance on infantry with William's more flexible army composition, showing a good grasp of military nuance.

Mid-level responses tended to focus on one or two reasons in detail, often describing Harold's tired troops or William's leadership without wider context. These candidates usually demonstrated sound knowledge but lacked range or depth in their explanation. While there was some causality present, analysis was limited and often unsupported by specific examples. Errors occasionally appeared—for instance, generalised claims about William "being a better leader" or Harold "not having enough weapons." Such responses typically sat within Level 2.

Lower-level responses often drifted into narrative recounts of the battle or confused key figures and events. Some misidentified William as an Anglo-Saxon or failed to recognise the significance of Stamford Bridge entirely.

A number of candidates described the outcome of the battle without explaining why William was victorious. Chronological inaccuracies, including placing the battle in the wrong year or conflating the roles of Harold Godwinson and Harald Hardrada, undermined the historical accuracy of these attempts. These responses were generally descriptive, lacked analytical engagement and were awarded marks within Level 1.

Overall, candidates who addressed a variety of well-supported reasons and explained their impact with clarity and context were best placed to achieve higher marks. Those who focused solely on narrative or showed limited understanding of military and political factors struggled to progress beyond the lower bands.

2 Explain why William of Normandy won the Battle of Hastings.

(12)

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

- Harold's march from Stamford Bridge
- William's archers

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

William of Normandy had won the battle of Hastings of 1066 because of Harold's march from Stamford bridge. This had an effect on the battle of Hastings as all of Harold's men would have been so tired after going all that way that they had little to no energy to fight. However they could still pull off the shield wall perfectly.

Because of this William had to use the tactic called feigned retreat. This was when William faked his death so the Normans turned away and started to run, then the shield wall broke so the Normans turned back around defeating Harold and his army.

Also William's archers which ended up killing Harold by shooting him through the eye with an arrow.



Level 2 – 6 marks The candidate demonstrates accurate and relevant knowledge of the period, identifying key factual elements such as the feigned retreat tactic used by William's forces and the impact of Harold's men being tired following their rapid march south from Stamford Bridge. These points show a sound grasp of events and context (AO1). However, the explanation remains limited in depth. While the candidate attempts to connect knowledge to causal reasoning—such as stating “this had an effect”—the analysis is not developed or sustained. There is no consistent line of reasoning showing how these features contributed to William's victory in combination or over time. The response lacks evaluative language and does not integrate the stimulus points (eg the Danes) into a broader understanding of strategic advantage or exhaustion (AO2). Although stimulus points such as the Danes and Harold's march are provided to guide the candidate, their use is not compulsory. Overall, the response reaches Level 2 for both AO1 and AO2 by presenting relevant knowledge with basic explanation, but it falls short of analytical depth and coherence needed to move higher up the levels.



Focus on developing a clear and sustained line of reasoning. Aim to link supporting information directly to the outcome.

2 Explain why William of Normandy won the Battle of Hastings.

(12)

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

- Harold's march from Stamford Bridge
- William's archers

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

William of Normandy won the battle of Hastings for multiple reasons. His victory is arguably down to his preparation, tactics and leadership.

One reason William won the battle of Hastings was his preparation. For example, he gained the support of the pope before the battle, making it a holy crusade. This encouraged ~~more and more~~ many even more soldiers to fight for William as they believed if they died in battle they would go to heaven. In an extremely religious society, support from the pope who represented God on earth was crucial to William's win. He also prepared his army expertly, feeding the 2000 horses 13 tonnes of grain everyday. This showed that his preparation was key in having a large, ~~and~~ strong army.

Another reason William won the battle of Hastings was his leadership. William conducted a speech to his 7000 men before the battle, reaffirming their skills as warriors. He also said that God was on their side, this would create a positive and determined atmosphere. ~~and~~ If they believed God

was on their side, they'd surely win. Also, later in the battle rumor began to spread that William had been killed. He then paraded through the battlefield without his helmet to show his men he was not dead. This showed that William of Normandy's leadership was essential for boosting the morale and motivation of his men who were exhausted from fighting (eventually leading to their victory.)

A final reason William of Normandy won the battle of Hastings was his tactics. Harold's men were positioned on top of a hill surrounded by marshes and woodland. Many of William's men, like the cavalry on horse back had been made useless due to Harold's position. The Normans used the feigned flight tactic: they turned and ran from the battlefield. This resulted in the Saxons chasing after them, subsequently breaking the shield wall and removing their hilltop position. William could now effectively use his men. This shows, William's tactics in battle were the final aspect which achieved his victory. Had they not broken the shield wall they may have lost.



Level 4 – 12 marks This is a well-structured and analytical response that consistently addresses the question of why William won the Battle of Hastings. The candidate presents a clear line of reasoning throughout, making effective use of developed explanations—such as how belief in William’s divine support boosted morale, or how specific tactics like the feigned retreat helped break enemy lines. These connections demonstrate sustained analytical thinking and a mature understanding of historical causation (AO2). The candidate draws on wide-ranging and accurate knowledge (AO1) incorporating details such as the Pope’s support, William’s thorough preparation, the size and composition of his army (7000 men and cavalry) , and key battlefield strategies. This breadth of understanding reinforces the quality of explanation, showing confident command of period-specific knowledge. Use of stimulus points, while not compulsory, is integrated effectively—referencing Harold’s forced march from Stamford Bridge to highlight exhaustion among English troops. The candidate uses this not as a standalone fact, but to support their wider analytical argument around tactical advantage. Overall, the response demonstrates the qualities of Level 4 for both AO1 and AO2, combining precise knowledge with directed and developed analysis. It fully meets the requirements for the highest level and is awarded 12 marks



Prioritise your points, explain how they link together, and use criteria to assess the importance of each factor.

Question 3

Question 3 – ‘William’s actions were the main reason for the failure of Anglo-Saxon rebellions against Norman rule.’ How far do you agree? (16 marks)

This evaluative question prompted a wide range of candidate responses, with many demonstrating an ability to recognise and analyse the impact of William’s suppressive measures. The most commonly referenced actions included the Harrying of the North and castle-building, both of which were described as highly effective in quelling rebellion and asserting control. Stronger responses explained how the deliberate destruction of land, livestock and villages in Yorkshire caused widespread famine, reducing the will and means to resist. Castles were understood to be permanent structures allowing rapid military response and imposing Norman authority over volatile regions.

Level 4 responses balanced these factors against alternative explanations. These candidates discussed the lack of unity among Anglo-Saxon rebel leaders such as Edwin and Morcar, and acknowledged Edgar Ætheling’s failure to sustain support or mount a coordinated threat. Some also considered external intervention, particularly the arrival of the Danish fleet in 1070, noting that while support was offered briefly, the Danes withdrew without engaging in decisive conflict. Candidates who drew on multiple causes and evaluated their relative importance—using historically accurate detail and sustained reasoning—produced well-structured arguments with clear judgement, typically achieving marks in the top level.

Mid-level responses focused primarily on the stated factor, offering clear explanations of William’s actions but less depth in comparison. These candidates often treated the Harrying or castle-building as standalone causes and asserted their importance without considering the broader context. Some attempted alternative arguments but with minimal development, often lacking supporting evidence. While these responses showed sound knowledge and a degree of analysis, their limited range and underdeveloped reasoning usually placed them in Level 2 or low Level 3.

Lower-level responses were largely narrative or descriptive in nature, recounting events without addressing the concept of significance or cause. A number of candidates misunderstood the question, describing rebellions themselves rather than reasons for their failure, or claiming that the Danes supported William rather than opposing him. These responses showed little evaluation, and in some cases made assertions unsupported by historical fact, resulting in placement within Level 1.

Candidates who engaged critically with at least three causes and examined the stated factor in relation to others were best placed to achieve higher marks. The ability to develop a clear argument, apply contextual knowledge, and weigh evidence was key to accessing Level 4.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒

On the one hand I agree with this statement because William used terror and fear to rule over people. For example, one rebellion led to him conducting the Harrying of the North in which he brutally killed many from North to send a message that under no circumstance should you rebel against him. He also burnt houses down and placed salt in the ground so that no crops could be grown and people would die of starvation.

Alongside that, when people did rebel he brutally crushed the rebellions to show that it was pointless to resist.
~~Also as~~

On the other hand, I disagree because whilst William did take brutal action they were also discouraged by the Pope. Had the Anglo-Saxons rebelled many of their rights would have disappeared and their normal lives ripped apart causing

a lack of will to rebel.

Overall, I believe that a lack of rebellion and resistance to Norman rule mainly came from William ruling with an iron fist.



Level 2 – 6 marks The response demonstrates accurate and relevant knowledge of the period (AO1), including details such as the burning of houses, salting of the earth, and destruction of crops, all of which reflect the brutality of William's methods during the Harrying of the North. The explanation attempts to connect actions to outcomes (AO2), for example through phrases like "sent a message" and "showed it was pointless to resist." However, these ideas are not developed into a sustained line of reasoning. The analysis remains limited, lacking deeper exploration of how William's actions undermined rebel morale or prevented external support, such as that from the Danes. A judgement is offered (AO2), but it is asserted rather than justified. The response would benefit from weighing William's actions against other factors—such as rebel disorganisation or the limited impact of Danish involvement—to reach a more considered conclusion. Although stimulus points are provided to support thinking, their use is not compulsory. Candidates may access full marks with or without direct reference to them, provided their explanation is coherent and well-grounded in historical understanding. Overall, the response meets Level 2 criteria for both AO1 and AO2 through the inclusion of relevant content and basic causation, but lacks the analytical depth required for a higher level.



Make your judgement clear and support it with balanced analysis to move your answer from assertion to argument.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☐

I agree that William's actions were a strong reason for the failure of Anglo-Saxon rebellions.

William was a Norman which made many Anglo-Saxon citizens very annoyed as they wanted an Anglo-Saxon ruler. This led to many attempted revolts or rebellions, especially in the North. High taxes in addition to geld tax led to multiple rebel groups starting in the north. William caught word of this and ordered the Harrying of the North where people would be killed, houses burned and the land would be covered in salt meaning it would be unarable. In the short term, this shut down rebellions as people needed to move away, but it also showed that William wouldn't be scared to use violence and show his power. This sent a message to all of England to not mess with William as he is a strong leader. As time passed in William's rule, the Harrying of the North remained as a stark reminder of what happens if you rebel.

The Domesday book reports that by 1080, there were between 80 000 and ~~100 000~~ 150 000 less people living in the general yorkshire area and that 60 to 80% of the land ~~was~~ was unusable for farming.

~~Another~~ Another strong reason for failure of rebellions was poor planning. A prime example of this is Hereward the Wake. He was once powerful but he left England for 20 years and, upon his return, expected his land to still be there when it had actually already been taken by others. This angered him so he attempted a revolt on a small island where he would use guerrilla warfare with a small number of troops but due to poor planning, they never went any further than this so the revolt slowly dissipated as time went on, lack of a clear plan meant they could be left alone and anyone that joined would quickly leave as nothing happened. A lot of other revolts or rebellions attempted to employ the Danes to help out, greatly boosting their chances of winning in combat however the new Norman government could just pay a fee to the Vikings and they

would leave, just the husk of ~~an~~ a rebellion remaining.

Another ~~strong~~ ~~powerful~~ powerful explanation for the failed rebellions is William's fear factor as king. He held a ~~a~~ tight control over England and was extremely powerful, having employed almost exclusively other loyal normans in positions of power meaning any rebellions came from people too weak to put up a fight. There were 300 motte and bailey castles around England, a reminder of his power but also control, showing that no matter where you are, or who you are, you can't fight the ruler.

Overall, I think the main reason for the failed rebellions ~~was~~ was William's actions but the poor planning was underpinning this. I also think that fear catalysed ~~it~~ it but would not have been strong enough on its own.



Level 4 – 14 marks The candidate presents a consistently analytical and well-structured explanation that directly addresses the question throughout. The response demonstrates a clear line of reasoning, exploring how William's actions strategically undermined Anglo-Saxon resistance. Phrases such as "This sent a message to all of England" and "Remained as a stark reminder" illustrate developed analysis of impact and intent (AO2). Knowledge is both wide-ranging and precise (AO1), with references to Hereward the Wake's failed rebellion due to poor planning, statistics such as "60–80%" destruction during the Harrying of the North, and examples like Motte and Bailey castles which highlight Norman consolidation of power. These demonstrate confident command of historical detail. Judgement is well-integrated and justified. The candidate weighs the effectiveness of William's tactics in short- and long-term contexts, using language like "prime example", "underpinning," and "catalysed" to support the conclusion. The argument is sustained and evaluative, with appropriate use of stimulus material that complements—not drives—the reasoning. This response fully meets the criteria for Level 4 and is awarded 14 marks



Embed your judgement throughout the essay, comparing causes and showing how they link together. Use analytical language to show that your conclusion is the outcome of a well-supported argument.

Question 4

Question 4 – ‘The main significance of the Domesday Book was that it helped the Norman government to raise more money.’ How far do you agree? (16 marks)

Candidate responses to this question demonstrated a broad range of historical understanding and evaluative skill. Many candidates agreed with the stated factor, explaining that the Domesday Book enabled William to raise money through more effective taxation. Stronger responses described how the survey recorded land ownership, livestock, and resources, helping officials to assess payments owed and prevent evasion—particularly by powerful barons and landholders. These answers often included detail about the scale and speed of the survey or how it helped consolidate revenue streams across England.

Higher-scoring responses also examined alternative reasons for its significance, such as its role in resolving land disputes during a period of widespread confusion over ownership. Candidates acknowledged that the Domesday Book served as a legal document used to settle claims between Anglo-Saxons and Normans, restoring clarity following the upheaval of the conquest. Some went further, discussing how it strengthened William’s control by enhancing administrative oversight and centralising information about the kingdom’s wealth and obligations. A handful recognised its role in reinforcing feudal accountability—making barons answerable for holdings and service—thereby promoting government stability.

However, many lower-scoring responses showed limited understanding of the Domesday Book’s broader significance. A number of candidates simply agreed with the stated factor but offered minimal explanation, often stating “it helped to raise money” without reference to taxation processes, the collection of data, or how this connected to Norman administration. Others confused the Domesday Book with unrelated features, such as law enforcement or religious control, or misrepresented its content entirely—suggesting that it listed crimes or tracked people’s movements rather than recording assets and land tenure.

Some responses were broadly descriptive or included superficial comments about William “wanting to know what people owned,” without addressing why this mattered or how it linked to broader governance. A few answers attempted comparison but were unclear in their reasoning, listing general features of Norman rule without making evaluative connections to the question.

Overall, candidates who assessed multiple aspects of the Domesday Book’s function, used accurate historical detail, and drew comparisons with legal, political and economic impacts were rewarded within Level 3 or Level 4. Responses lacking analysis, subject-specific vocabulary, or clear judgement were awarded marks within Level 1 or low Level 2.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒

^{Partially}
~~I fully~~ agree with this statement because it introduced
~~the~~ taxation, this would help the Norman government
to get more money and force wealthier people to cut
down on money. However this made the poor people
struggle even more.



Level 1 – 2 marks. The response shows a generalised understanding of the topic. The explanation lacks development and does not explore how or why the Domesday Book helped raise money (AO2). Phrases like “get more money” demonstrate limited historical understanding and do not connect to wider context such as taxation systems or administrative reforms. Knowledge is minimal and lacks precision (AO1); there is no reference to the methods of taxation, the role of land assessment, or how disputes over land ownership were resolved. Although a judgement is present— “I partially agree” —it is asserted rather than supported with reasoned analysis (AO2). There is no consideration of other possible significant outcomes of the Domesday Book, such as its legal or administrative role. While stimulus points like taxation and land disputes are provided, their use is optional. However, referring to them effectively can help structure a response and deepen analysis.



Support your judgement with specific facts and make clear links back to the question.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒

Question 4 ☒

~~The Domesday book was~~

Some argue that the Domesday book was mostly significant as it allowed William to tax people appropriately. It allowed registered exactly how much money each person in the country owed to the Government by keeping a ^{record of} ~~record of~~ what each person owned. This meant that tax could be more controlled ^{and} regulated, ~~increasing~~ ^{increasing} the wealth of the Norman Government.

Alternatively, it could be argued that the Domesday book was significant because it settled disputes ~~about~~ land.

It did this by recording who owned what land so it couldn't be disagreed upon. It also showed William exactly how much ^{open} land he owned in the country. ~~By~~ Settling the disputes decreased tensions in the ^{country} and made it a more peaceful place, which was an important rule of the King.

However, I think that the most significant part of the Domesday book was that it showed clearly to the country the control that William had. His ability to collect the information of everyone in the country demonstrated to them his power and intelligence. This

increased the respect for William from the Anglo-Saxons and helped them accept him as a ~~good~~ strong leader. ~~This is significant as it shows that before we can see this as before the~~ ~~domesday book there were revolts but after, there were~~ little-to-none, showing that respect for ~~William~~ William has increased.

Overall, I think that the Domesday book was most significant as it shows William's control. Alternatively, it could be argued that it was the ~~ability~~ ability to collect tax, people or settle land disputes between people that ~~were the most~~ were the most significant factors of the Domesday book. Nevertheless, I still think that it was the increased respect for William and demonstration of his power that made the Domesday book significant.



Level 3 – 11 marks. The response presents a clear explanation that remains mostly focused on the question (AO2). There is a generally sustained line of reasoning that links the Domesday Book to broader Norman control, such as its use to regulate and control tax, demonstrate William's power, and provide clarity on land ownership. These points show emerging analysis and an attempt to explore significance beyond surface-level description. The candidate draws on accurate and relevant factual knowledge (AO1), referencing features like records of land ownership and open land, showing secure understanding of how the Domesday Book functioned in Norman governance. Judgement is given with partial justification (AO2). The candidate suggests that William's increased respect and the Domesday Book's demonstration of authority made it significant, though the criteria used to evaluate significance (such as short-term versus long-term impact, or administrative versus symbolic value) remain implicit. A more developed comparison between functions—eg financial, legal, and political—would strengthen the conclusion. Overall, the response meets the requirements for Level 3 through a focused explanation and relevant knowledge, but lacks the fully developed analysis and explicit criteria needed to reach Level 4.



Define your criteria and use them to compare different impacts—this builds a much stronger argument.

Paper Summary

Based on the performance seen on this paper, candidates 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 Q1a and Q1b.
- Aim to write something for every question, even if it is just general knowledge about the topic: every mark counts.
- 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.
- Structuring your answer into paragraphs will make your line of reasoning clearer.
- If you run out of space, continue your answer on an additional sheet of paper and indicate this clearly in your booklet. Ensure that this paper only includes extra material for the B paper and attach it to the B paper booklet.
- If typing using a word processor, or using additional paper, you should answer the B and P papers in separate documents.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

