



Examiners' Report

June 2024

GCSE History 1HI0 B4

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Introduction

Section B of Paper 2 assesses the British Depth Study. Candidates are required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). For 2024, the B paper was sat alongside the P paper, for a total of 64 marks.

Question 1a follows an identical format to Q1 on Paper 1. Candidates should identify two features or characteristics of the topic named in the question and then add a further detail which will develop each feature or provide context for it. It is important that candidates understand that the details need to be connected to the features – four disparate facts are limited to a maximum of two marks.

Question 1b 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 and these are intended as prompts to remind candidates what they have studied. 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. The mark scheme has been updated for the 2024 series with a removal of the Level 2 cap at 5 marks for answers that don't go beyond the stimulus points and a reference to three or more aspects of content in Levels 3 and 4.

For Question 1c, candidates have a choice between (i) and (ii). The questions may target any second-order concept, such as consequence or similarity/difference. This question follows the same principles as Q5/6 on Paper 1. As with Q1b, 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. Again, the mark scheme has been updated for the 2024 series with a removal of the Level 2 cap at 7 marks and a reference to three or more aspects of content in Levels 3 and 4.

A good proportion of candidates were able to demonstrate broad subject knowledge that supported marks being awarded in Level 3. Those answers that moved into Level 4 showed a good grasp on the conceptual focus of the question and provided a supported judgement, based on criteria; this judgement was often sustained throughout the answer as well as forming the basis of the conclusion, showing careful planning and a coherent line of reasoning. The majority of answers at Level 4 presented a balanced argument but it should be noted that this is not a required structure, as long as the student's judgement is in relation to the full conceptual focus of the question.

At Level 2, candidates would usually provide a good range of relevant content but often struggle 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.

Within section B, Q1a uses a points-based mark scheme, while Q1b and Q1c are marked using 'best fit' against a levels of response mark scheme. Progression in AO1 is shown by the student's increasing ability to select information precisely and show wide-ranging knowledge and understanding. Progression in AO2 is shown by a response moving from simple or generalised comments to analytical explanation, showing a line of reasoning which is coherent, logical and sustained. Centres are also reminded that the indicative content in the mark scheme does not imply what must be included in a response, nor does it give any expectation as to how 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.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model: assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Batty, our History subject advisor, at TeachingHistory@pearson.com

Question 1 (a)

In Q1(a), candidates were asked to describe two features of education in early Elizabethan England. The majority of candidates were able to identify two aspects of education in this time period. Popular answers included describing the differences in education for rich and poor, and for boys and girls. A large number of responses referenced specific education systems such as grammar, petty and dame schools, or Oxford and Cambridge universities. A number of responses referred to the literacy rates through the period of the course. In a majority of cases, candidates were able to support their chosen feature with relevant information, for example by detailing what was learned at a petty school.

Common mistakes included over-emphasising the role of the Church in education, or that education was only available to boys and/or the rich. In some cases, candidates attempted to draw on their wider knowledge outside of the topic to support their points, for example by describing the technology lacking in Elizabethan schools, and this was rarely rewardable. In general, though, there were few zero-score responses to this question, demonstrating that the majority of candidates were able to write something relevant about education at the time.

The vast majority of answers were well-structured to meet the demands of the mark scheme and it was rare that answers were continued on additional paper, demonstrating that candidates have been generally well-taught on how to approach the question and the importance of not spending too much time on it.

1 (a) Describe **two** features of education in early Elizabethan England.

(4)

Feature 1

One feature was that girls and boys were split. One feature was that the higher and lower classes learnt different things. Lower classes would learn to play football but the upper class students would learn real tennis.

Feature 2

Another feature is that girls and boys were split up. This meant that they learnt different things to each other.



ResultsPlus
Examiner Comments

The candidate has identified two key pieces of information relevant to the question. However, they have attempted to draw on their knowledge of entertainment in support of the first feature and provided a basic inference in support of the second: neither of these is a valid approach to meet Assessment Objective 1. Therefore, this answer scores 2 marks.



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Examiner Tip

Ensure that each key fact is backed up with a supporting piece of evidence that is drawn from your historical knowledge of the topic.

1 (a) Describe **two** features of education in early Elizabethan England.

(4)

Feature 1

One feature of Elizabethan education was grammar schools which educated boys between 10-14 years.

The fees were charged to attend grammar schools but scholarships were also offered to poorer class members.

Feature 2

Another feature of Elizabethan education was parish schools that were run by members of the clergy. This taught children basic literacy up to the age of 10.



ResultsPlus
Examiner Comments

This candidate has demonstrated good knowledge of early Elizabethan education. There are some small errors, for example in the age ranges, but as there are two accurate features with some accurate supporting information, the candidate was not penalised for these. This response scored full marks.



ResultsPlus
Examiner Tip

The use of subject-specific key words is to be encouraged, particularly in low-value questions like this where they help to demonstrate good subject knowledge succinctly.

1 (a) Describe **two** features of education in early Elizabethan England.

(4)

Feature 1

- poor

One feature of education is that the rich ~~the~~ and higher classes were more privileged and had a wider range of education to choose from such as Grammar schools and Universities such as Oxford.

Feature 2

Another feature is that the poor would only learn how to read and write then they would leave school. This is because they could not afford it.



ResultsPlus
Examiner Comments

This response identifies the different types of education available to different social classes. The supporting evidence is a little thinner on the second feature but the candidate has written enough to be awarded four marks.



ResultsPlus
Examiner Tip

There is no single correct answer to Q1(a) and a broad range of content can usually be rewarded, so always aim to write something relevant to the topic.

Question 1 (b)

In Q1(b), candidates were asked to explain the reasons for the defeat of the Spanish Armada. They were given the stimulus points of Sir Francis Drake and the use of fire ships. The former of these was most commonly developed into an explanation of Drake's raid on Cadiz and the subsequent delay to the Armada, with some candidates also able to link the experience Drake gained of sailing and of Spanish naval tactics whilst privateering in the decades preceding the event. A majority of candidates were familiar with the fire ships tactic, with some able to go into great detail about the impact these had on the Spanish formation.

Other common points of content included the lack of experience of the Duke of Medina-Sidonia and his poor sea legs, the lack of communication with the Spanish troops on land, the mistakes made in the stocking and staffing of the Spanish ships, and the impact of the weather in the Channel, subsequent to the events at Gravelines. Many candidates were able to write in detail about the tactics used by the English ships; a few referenced the long-term failure of the Spanish to secure deep water ports in the Spanish Netherlands.

Common misconceptions included confusing Drake with Medina-Sidonia: a proportion of candidates thought that Drake had led the Armada. A number also incorrectly extrapolated from the fire ships stimulus point, indicating that this was the name given to the smaller ships used by the English, though, in many cases, the description of how these smaller ships were used to effect the Spanish defeat was expressed in such a way that it was rewardable. A small minority of candidates confused the events of the Spanish Armada with the attempt to colonise Virginia. It was not uncommon for students to write at length about Drake's activities prior to the Armada, for example the circumnavigation, which was usually not linked closely enough to the conceptual focus of the question to be rewardable.

In terms of structure, it was evident that many candidates understood the requirement to write three points of content and these were most commonly provided within a point-evidence-explain structure, though other successful approaches were also used widely. The examining team noted that candidates scoring in Level 4 were able to express their ideas articulately, making use of subject-specific vocabulary. Often, responses in this band were formed around factors that were supported by several points of content. For example, a candidate might identify English tactics as a reason for the defeat and support this with an explanation of fire ships and the use of smaller, quicker ships. This approach assisted candidates in forming analytical explanations, giving them access to the highest level in the mark scheme.

At Level 3, it was more common for responses to provide an explanation of a specific aspect of the defeat and to then briefly analyse how this led to the defeat. It was common for candidates to have some really excellent knowledge at this level, but to share a great deal of it at the expense of the analysis required to progress against AO2. The picture was similar at Level 2, where subject knowledge was usually supported with a comment about it weakening the Spanish or simply, 'This led to the defeat', without any explanation of how. In some cases, candidates wrote a detailed narrative of the events of the Armada without referencing the causation focus of the question.

It was pleasing, however, to see how much knowledge candidates had in general about this topic. The examining team noted that there were considerably fewer blank answers and, anecdotally, fewer scoring in Level 1 than in previous years, demonstrating that this area of the specification is well-taught by centres and popular with candidates.

(b) Explain why the Spanish Armada was defeated.

tactics
advice, planning, weather, course, ship
design (12)

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

- Sir Francis Drake
- the use of fire ships

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

- English
- Spanish
- weather

One reason why the Spanish Armada was defeated was because of English ^{advice taken on board} ~~tactics~~. Several years before the Armada happened, a man called John Hawkins advised Elizabeth that she should improve British war ships so they are more manoeuvrable and have better defence systems. The British ships were therefore more equipped than the Spanish. They had many cannons or decks to fire at the opposition and galleons were used as they could take more cargo and were more manoeuvrable. When the British engaged the Armada in the Battle of Gravelines they were able to fire 6 times more cannon balls as the Armada and from further away. This caused the Armada to become scattered and destroy the Armada, reporting its defeat.

Another reason why the Spanish Armada was defeated was because of the Spanish weakness. The Duke of Parma had failed to take control of the deep sea ports in the Netherlands due to the British. This meant that he had to use smaller ships to load the troops and supplies onto which would take 48 hrs. The Spanish communications were also extremely bad as

When Medina-Sidonia left Spain, he sent a message to the Duke of Parma informing him that he had left, however this was passed overseas and did not reach Parma in time. By the time he received the message that Medina-Sidonia was in the English channel the British had already engaged ~~the~~ him in the Battle of Gravelines and it would take 48 hours before his troops would be able to board the ships. From accounts it was made clear that when the British boarded the first ~~the~~ Spanish ship, all of their food supplies and reserves had run out as after Sir Francis Drake's raid at Cadiz (known as the Singeing of the King's beard) he destroyed barns, meaning that Spain had to use wooden barns that got destroyed, meaning that it was doomed from the start, ~~the~~ causing its defeat.

A final reason as to why the Armada was destroyed was because of English tactics. When Medina-Sidonia was rebuffed at the Isle of White, the British took advantage of this and fired cannon balls. However, ~~the~~ the British cannon balls ~~was~~ recoiled much further than the Spanish and were fired more frequently. A general discovered this advantage and told them to reserve their cannon balls. The English

also present the seas better than the Spanish, so
when they involved the Spain in the battle of
gravelins, the Spanish armada was scattered
due to rough weather and seas. This then ~~led~~
led to the Armada's defeat.



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Examiner Comments

This Level 4 response demonstrates detailed knowledge, with relevant content selected to support the analysis of the reasons for the Spanish defeat. There is a consistent line of reasoning that is directed at the conceptual focus of the question. This response scored full marks.



ResultsPlus
Examiner Tip

Provide a clear answer to the question and then select evidence to support that answer. This will help you to construct an analytical explanation.

(b) Explain why the Spanish Armada was defeated.

(12)

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

- Sir Francis Drake
- the use of fire ships

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

One reason the Spanish Armada was defeated was due to their lack of resources ~~and technology~~. The Spanish had not planned for the length of the invasion and had run out of food before successfully invading. This led to a decrease in morale from the soldiers and affect their performance in battle. With the English being better supplied and planned this did not happen and lead them to force the Spanish to retreat.

Another reason why the Spanish Armada was defeated was because of bad weather and lack of communication. The Spanish had ~~lost the battle of Plymouth and were forced to meet in~~ were supposed to meet ~~with~~ with more ~~top~~ troops in the Netherlands, however due to ~~poor communication they were unable to contact them~~ and with ships being lost, such as the battle of Plymouth, ~~the~~ it became difficult to maintain their close ship formations and therefore maintain ~~or~~ communication with the Netherlands. As a result they were forced to retreat ~~to~~ going would

Scotland and Ireland ~~which~~ these where the weather conditions were so extreme that many ships were lost in the Irish sea and only half the ships ~~se~~ returned back to England resulting in a loss for the Spanish.

Another reason why the Spanish lost was due to lack of technology compared to British ships. British ships cannons were better developed with a faster reload speed which allowed the British to cause more damage to opposition ships in a quicker time frame. As well as that British ships were more suitable for harsher weather conditions and ~~not~~ stronger in battle which the Spanish ships were not. This ultimately caused to Spanish to lose ~~over~~ half of their ships causing them to retreat ~~not~~



ResultsPlus
Examiner Comments

This response demonstrates good subject knowledge. The candidate has offered three points of content, explaining how each one affected the outcome of the Armada. The analysis in relation to the conceptual focus is a little thin, however. This response scored high in Level 3.



Ensure that you develop your explanation to fully address the question – for each point of content, in this case, explain why this led to the defeat.

(b) Explain why the Spanish Armada was defeated.

(12)

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

- Sir Francis Drake
- the use of fire ships

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

Firstly, the Armada was defeated due to the work of Sir Francis Drake. His leadership enabled the English to successfully navigate the waters and used clear planning to establish plans and formations to defeat the Spanish. His tactical thinking allowed the English to confuse the Spanish and make them unaware of where they were going. This was important because it meant that the English had the upper hand, leading eventually to a defeat for the Armada and a victory for the English. Sir Francis Drake was already known to have exceptional skill at water, having previously circumnavigated the globe. This proved essential in the Armada as he used his skills to lead his team with accuracy and precision. This was the exact opposite to the leadership of the Armada, who had a seasick leader and unclear management from Medina Sedonia, this also led to the defeat of the Armada.

Furthermore, the use of fire ships also played a large role in the defeat of the Spanish Armada. Fire ships were a tactical effort from the English to defeat the Spanish which worked in their favour. They worked by setting fire to old and out of use ships and sending them in the direction of the Armada. This was important because the fire ships, if they were close enough, could set fire to the Spanish ships, causing them to sink and lose members of their troops. They were also important because when they arrived at the Spanish ships they would cause them to break up their formation which caused them to be panicked and lose all their authority and power, thus leading to their defeat. Consequently, smoke could cloud their vision making it harder to navigate and difficult to attack and send cannons to the English, this would also contribute to the defeat of the Armada as the overwhelming fireships caused a lot of damage to the Spanish formation, ships and crew.

Furthermore, British innovations in ship design also contributed to the defeat of the Armada. British ships had been designed to have a shape which enabled them to travel much faster than the Spanish. This was important because it enabled them to be a lot quicker and be advantaged at sea. This combined with the weather, such as favourable winds, meant that they could easily reach and attack the Spanish. They could also send fireships at them much quicker due to these combined factors. This led to the defeat of the Armada because the Spanish ships were unmatched in comparison, and the British innovations meant that they were at a much higher advantage over the Spanish.



ResultsPlus
Examiner Comments

This response demonstrates wide-ranging knowledge and understanding of the reasons for the Armada's defeat. Points of content are paired with analysis of how they contributed: this is done particularly well in the first paragraph. This response scored in Level 4.



One possible route to Level 4 is by grouping points of content together to support an overall statement in relation to the conceptual focus of the question.

Question 1 (c)(i)

Q1(c) required candidates to analyse a statement related to a debate from the topic and reach an evaluative conclusion. Where candidates achieved Level 4, this evaluation was most often evidenced throughout the essay, demonstrating linked analysis and showing nuance. Conclusions usually involved discussion of the conceptual focus and a weighing up of the different evidence to reach an overall judgement. Responses in Levels 2 and 3 often included a judgement, but this was often stated or repetitive, without supplying justifications or selecting criteria that were relevant to the question. These responses also typically failed to display a running judgement throughout their answer, instead giving evidence relevant to the question and not analysing that evidence in relation to the question.

It was noted that there were few blank responses to Q1(c) this year.

Q1(c)(i) had a significance focus. Unusually, this question proved more popular among candidates this year than the causation focus offered in Q1(c)(ii). Candidates were asked to assess whether English Catholics posed the most significant challenge to Elizabeth I's religious settlement in the years 1558-68. The question drew on content from the first part of the specification, specifically section 3 'Challenge to the religious settlement', and the dates were selected with this content in mind. The stimulus points provided were recusancy fines for not attending church and the Puritan campaign against crucifixes.

A majority of candidates were able to develop accurately from the stimulus points, with links often carefully made between the fines and the Catholic reticence about attending the new church services, sometimes developed to make a judgement about the significance of this threat. Similarly, many candidates were able to describe the campaign against crucifixes and make the judgement that this was significant because Elizabeth was forced to make changes as a result.

Additional points of content commonly included the vestiarian controversy and the support of the Papacy for English Catholics, specifically in telling them not to attend Church of England services. Support for English Catholics from France and Spain, and the arrival of Mary, Queen of Scots, in England were less commonly used but did appear in a minority of responses. Some candidates wrote in detail about the training of Catholic priests abroad and the hearing of mass in private, using this as evidence of the Catholic threat being widespread.

Level 4 answers typically understood the broader issue of wealthier Catholics being content to pay recusancy fines, thus continuing to undermine the religious settlement. Candidates at this level were also able to expand on their analysis of the Catholic challenge by detailing loyalty to the Pope and continuation of mass in private. Another common feature of Level responses was the ability to combine analysis of the Puritan campaign against crucifixes with the vestiarian controversy. It was gratifying to see a wide range of criteria being developed to judge significance in this level.

Level 3 answers mostly showed good contextual knowledge and focused analysis, but the latter was often superficial or implied, along with the judgement. For example, many students at this level concluded that the Catholic challenge was more significant because 'there were more of them', without developing this into an analysis of why this was significant.

A significant number of candidates missed the focus of the question, explaining the reasons why Catholics and Puritans opposed the religious settlement, rather than discussing the significance of these challenges. Responses of this nature were likely to score in levels 1 or 2, providing some relevant content about the opposition but not selecting this carefully enough in relation to the question or developing the explanation to analyse the significance of the challenge posed. A number of other responses scored in level 1 because candidates had focused on the challenges Elizabeth faced in general, rather than considering the challenges to the religious settlement specifically.

Candidates largely stuck to the date range provided, indicating that they have been well-prepared for the exam. A number of candidates did use the Northern Rebellion and/or the later plots as points of content to extend their answers. A large sample of answers indicated that, where this content was present, it usually accompanied rewardable content. Some candidates did successfully use the rebellions as criteria for making a judgement about significance, indicating, for example, that the Catholic threat was more significant because it eventually led to rebellion.

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I mostly agree with this statement as recusancy fines for not attending church showed how Catholics were ~~refusing~~ opposed to Protestantism and Queen Elizabeth's solution was to fine the Catholic people for refusing to go to church. This shows that Elizabeth's main opposition to her religious settlement was Catholics as they were refusing to go to a Protestant church to worship.

I mostly agree with this statement as in Elizabeth's religious settlement priests were allowed to marry, this led to lots of opposition from Catholics all over ~~eastern~~ England as in the Catholic church priests ~~and~~ were not allowed to marry as it was seen as a sin, whereas in Elizabeth's religious settlement priests were allowed to ~~marry~~ ^{marry}. This led to opposition from the Catholics as they saw priests marrying.

as a sin.

I mostly agree with this statement as there was other opposition to Queen Elizabeth's religious settlement. For example, the Puritans wanted churches to plain and free of all crucifixes. This shows how there was other opposition to the religious settlement other than just the Catholics as Puritans ~~wanted~~ disagreed with Elizabeth's religious settlement in different ways.

I mostly agree with this statement as there is lots of evidence to prove this statement as correct like ~~Cath~~ Catholics refusing to worship in a Protestant church but there is lots of evidence to also disprove this statement like the Puritans protesting for the removal of crucifixes from churches.



This response is typical of many Level 2 responses to this question. The candidate is able to describe three points of content in relation to the question. There is limited explanation in relation to the question, with the focus being mainly on why the different religions opposed the settlement, rather than on the extent of their opposition.



Address the conceptual focus in the question more directly by making sure you link each point of content to it – ie, explain how each of the things you describe posed a threat to Elizabeth's religious settlement.

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I agree with the statement that the most significant challenge to the religious settlement was the English Catholics. When Catholics refused to attend the mass that the religious settlement had made mandatory, Elizabeth was reluctant to prosecute them. Initially, Catholic recusants were not punished, and were allowed to practise Catholicism privately. This was significant as it shows that Elizabeth was cautious when dealing with Catholics, as she, comely, feared angering them. This shows the significance of the challenge from English Catholics, as Elizabeth clearly understood the consequence of acting too harshly, ~~which~~ so by appearing to the Catholics, she minimised the threat that they could likely be to the throne. Despite issuing fines to Catholic recusants later, the leniency of this punishment hardly deterred the recusants, but their continuation of failing to attend mass resulted in no further consequences. This highlights how Elizabeth recognised the potentially significant threat of the Catholics, which

is evident in the letter plots against Elizabeth, and wished to prevent it.

Despite the Puritans posing a threat to Elizabeth and the Religious Settlement, they actually had little effect. As the Puritans wanted greater Protestant reforms in England, the fact that the wearing of the surplice was compulsory ~~contradicted their way of practice~~ ^{engendered them}. This led to the Vestment Controversy, where a member of Puritans refused to wear the surplice.

Similarly to her treatment of the Catholics, Elizabeth initially ignored these behaviours, which could suggest her unwillingness to punish them, in fear of retaliation. However, later on, Puritans who continued to refuse ~~were~~ either lost their jobs or were imprisoned. The harshness of this punishment contrasts with the more lenient ~~provisions~~ ^{fines} given to Catholic recusants. This clearly shows that the reason for Elizabeth's leniency towards the Catholics was due to the greater challenge they posed to the religious settlement and Elizabeth, especially if they were provoked. In addition, the fact that the Puritans were a minority in England emphasises the little impact

Foreign powers, such as France and Spain, also challenged the religious settlement, however, only to a small degree. Their wish to restore Catholicism in England fuelled their dissatisfaction with the religious settlement, however there was no reason for them to pose as a legitimate ^{physical} threat to Elizabeth at this time. Given that France was preoccupied with their domestic affairs, like the War of Religions, France was not economically or militarily able to go against the religious settlement. In addition, at the time, Spain's alliance with England meant that Spanish opposition was unnecessary and pointless. The fact that the two main foreign powers were unwilling to challenge the religious settlement ~~was~~ also meant that the Pope was unable to interfere due to a lack of support. Overall, this shows that the main challenge towards the religious settlement was not abroad, again emphasising the significance of the Catholics at home.

Overall, Elizabeth's reactions to both Catholic and Puritan challenges show the differing significance between the threat of both groups. The preoccupation of foreign powers also meant

that the most significant challenge to the religious settlement was the English Catholics.



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Examiner Comments

This response is a clear and detailed analytical explanation. Wide-ranging and carefully selected knowledge is used to support points being made about the significance of different challenges to the religious settlement. The reference to the conceptual focus of the question is evident throughout the essay. This response scores at level 4 across all strands of the mark scheme and was awarded full marks.



ResultsPlus
Examiner Tip

Responses like this require you to know the content really well, so that you are able to precisely select knowledge that fits with your answer, rather than relaying knowledge and then adding some explanation afterwards.

Question 1 (c)(ii)

Q1(c)(ii) had a causation focus. Candidates were invited to assess how far poor planning was the main reason for the failure of the first colony at Virginia. The focus was specifically on the first colony as there is a dearth of evidence to clarify why the second colony failed. The stimulus points were Sir Walter Raleigh and the lack of food supplies. This question drew on content from the final section of the specification.

It was noted that, where candidates attempted this question, they tended to have strong subject knowledge. There was evidently detailed knowledge of Raleigh's plans, with a majority of responses referencing the issues caused by the number and experience of the men on the voyage, for example, referring to their skills and social class. The leadership of Grenville and Lane was also regularly cited as a reason for the failure. A large proportion of answers referenced the wrecking of the *Tiger* and made a link between this and the lack of food supplies, with many then developing this to explain how it led to issues with the indigenous population. There was strong knowledge of the deteriorating relationships between the colonists and the indigenous people, including the spread of disease from the colonists and the fear of witchcraft, and the incident of the lost silver cup. It was notable how many candidates referred to the indigenous people as Algonquians, indicating some careful teaching of subject-specific vocabulary, though not using this term was not a barrier to achievement.

Common errors included placing Raleigh on the journey itself; conflating this expedition with the later one and identifying the Spanish Armada and the resupply issue as a reason for the failure of the first colony; and describing elements of the Spanish Armada narrative as part of the story of the colonisation. Many candidates referenced the lack of women on the voyage and, while this is accurate, they were unable to make a clear link between this and the failure of the colony, which did not exist for long enough for the lack of births to be significant.

At Level 4, responses tended to organise the causes of failure carefully, analysing the impact of each one and reaching a clear evaluation as a result. It was pleasing to see candidates at this level discussing the interplay of factors and evaluating them. The most commonly used criteria for making the judgement seemed to be the impact of causes in the long-term and the short-term.

Where candidates scored in Level 3, typically the response had detailed knowledge but there was a lack of analysis in relation to the question. As noted above in relation to Q1(b), candidates often related a lot of knowledge but then did not balance this with analysis in relation to the conceptual focus of the question, leaving the judgement vague. It is clear that a lot of candidates had spent a substantial amount of time learning the content but perhaps at the expense of practising its application.

Level 2 responses also demonstrated this pattern. Many responses in this level told a detailed narrative of the first colony at Virginia, adding in phrases such as 'This led to the colony's failure', but not developing this statement any further. This limited what could be achieved against AO2. However, this strong subject knowledge meant that there seemed to be fewer responses held in level 1 for this question.

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

I partially agree that poor planning was the main reason for the fail of the colonies in Virginia, as it had a knock-on effect. ~~however~~ * however, I believe there are other important reasons that attributed to the fail, such as lack of skills and native support.

one main reason why the colony in Virginia failed was due to a lack of skills. Sir Walter Raleigh organised and funded the trip to Virginia and around 107 people signed up. However, majority of these men were nobles or higher up and so they had no actual idea about farming, which created a big problem. Their inexperience could be seen as the main reason for the fail as it is the whole backbone of the operation, as if they can't farm, they can't survive in foreign conditions.

A second reason why the colony failed was due to poor planning. They packed lots of ~~seeds~~ ^{seeds} and crops to plant on their main ship. * Unfortunately, ^{by} the time they had reached

Virginia, there had been a leak in the boat, which winded all day, had hoped to plant. They also arrived to Virginia in the wrong season, which meant they couldn't plant the remainder of their crops as they wouldn't grow or flourish. ~~Some may argue that~~ This could pose as the main reason for the failure of the colony as, provided they left earlier, they could have ~~been~~ succeeded in their plans.

Finally, their colonisation failed due to a lack of native support. When they arrived with no food, they asked the Natives to provide for them. However, due to the language barrier, the Natives thought the British were submitting to them and over time got annoyed with their requests. The lack of ~~understanding~~ ^{communication} meant that the British were not able to colonise Virginia as they had planned due to a lack of understanding.

Overall, ~~but~~ I agree that although poor planning was a plausible reason for the fail of the Virginia colony, there were larger factors that had an effect such as their inexperience and rejection from the Natives.



This response demonstrates generally good knowledge. There is a good range of points but it is lacking in specific detail in parts. There is a good focus on the question, showing some analysis, and an overall judgement with some justification. This is a strong Level 3 answer.



Improve your analysis in relation to the question by evaluating 'how far' each problem described was responsible for the overall failure of the colony. This will help you to form a more detailed judgement in the conclusion.

Chosen question number: Question 1(c)(i) Question 1(c)(ii)

^{disagree}
~~I agree~~ with the statement that poor planning was the main reason why the Virginia Colony failed because I think leadership had a very important role for the failure. For example, the man who had organised the expedition, Sir Walter Raleigh, was not allowed to personally attend the mission due to his close relation with Elizabeth. This meant that Richard Grenville and Ralph Lane went instead. Ralph Lane had significantly affected the success of the Virginia Colony due to his outburst over his missing silver cup, in which he blamed Chief Powhatan, the leader of the Algonquian tribe for theft. This led to him burning down the natives' farmland causing more relations between the natives and colonisers to fail massively. This explains why the first colony of Virginia failed because the poor leadership from the beginning meant that men had low chances to being successful. As well as this, ~~it meant~~ the poor leadership meant that the relations between the natives and the English were extremely poor due to Ralph Lane's actions. This eventually led to the natives refusing to help the

British during a time of desperation, causing the failure of the Virginia Colonies.

I also disagree with the statement and believe that ^{poor} relations with the natives was the main reason why the Virginia Colonies failed. I believe this because due to Ralph Lane's actions, the Algonquian tribe resented the English. This meant that they were unable to be provided with help when necessary, especially due to Lane's actions of burning their farming fields. Furthermore, relations with the natives were poor because when the English fleet arrived in North America, they brought large amounts of disease with them, such as small pox. This meant that the native people often caught these diseases and were hugely affected by it due to their lack of immunity. As well as this, their relations with the natives were strained because the ^{sudden} increase in disease in the North America made the native suspicious and wary of the British. This explains why poor relations with the natives was a main reason why the Virginia Colonies failed because ~~it was~~ their suspicion towards the English and their resentment towards them meant that they were more wary of helping

to them. This meant that the Virginia colony failed because when in a crisis, the natives refused to help and the British, eventually leading to the failure of the expedition.

However, some historians may agree with the statement and believe that poor planning was the main reason why the Virginia colonies failed. For example, no ships arrived from England to the Americas too late in season. This meant that they were unable to grow the crops in time, causing an already poor start to the expedition. Also, this lateness meant that a ship carrying major supplies, known as the *Tiger*, was ruined due to the high waves and weather. This meant that they were no longer provided with vital supplies such as seeds and gunpowder as everything was waterlogged. As well as this, only soldiers were taken to Virginia rather than townspeople who would have been capable of growing the English population in Virginia. This explains why poor planning may have been a main reason why the first Virginia Colonisation attempt failed because the poor planning done by Sir Walter Raleigh meant that many resources were destroyed and that the people would struggle to survive. It also meant that the ~~British~~ English population

was unable to grow ~~and~~, thus causing his colonisation attempts to fail due to eventual run out of food.

In conclusion, although poor planning was a major reason why the expedition failed, I believe that relations with the natives was the most important reason why the Virginia colony failed. This is because all the problems faced due to the poor leadership of Ralph Lane and the poor planning of all leaders could have been easily resolved with the help of the native people, who were known to be welcoming until certain events took place, weakening their support. ~~These~~^{These} poor relations negatively affected the future of their expeditions as they had lost the possible reliance they had previously had. This meant that the 1st expedition was forced to return home due to their failures.



ResultsPlus
Examiner Comments

In this Level 4 response, the candidate has brought together detailed subject knowledge under carefully chosen factors and analysed the importance of these in the failure of the expedition. There is a clear focus on causation throughout, with a coherent structure and leading to a supported judgement.



When making a judgement, focus on evaluating your chosen content against criteria you have chosen. Your conclusion should answer the question directly but you should also aim to explain **why** you have come to that answer.

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.
- 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.
- 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>

