

Examiners' Report

June 2025

GCSE History 1HI0 B4

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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 student'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

Representing a change from previous series, Question 1 on the paper now consists of two 2-mark parts. Question 1(a) asked candidates to describe one feature of early Elizabethan society. In Question 1(b), candidates were asked to describe one feature of exploration in the years 1558-88.

The range of answers for Q1(a) was extremely broad and this was in line with the open nature of the question. Candidates were able to draw on content from almost every part of the specification. Many answers described the Great Chain of Being or made reference to some other aspect of hierarchy in early Elizabethan society. Others described aspects of education, religion, entertainment, government or poverty: as these might all be considered aspects of a society, these, too, were rewardable for this question. Some candidates were perhaps prompted to write about religion or poverty by Questions 3 and 4: content was rewardable here where candidates went beyond the information included in the question, for example by including details about idle and deserving poor. Simple copying of key words from other questions was not rewarded.

While most candidates did provide an answer to this question, examiners noted that, of the two options, this was the one most likely to be left blank. Candidates occasionally chose to write about problems facing Elizabeth or the Crown, but this content was not relevant for this question.

Responses to Q1(b) typically described one of the key figures linked to exploration from the course, describing either Drake and his exploits – most commonly the circumnavigation – or Raleigh and his efforts in Virginia. A large proportion of answers focused on the reasons for exploration, listing pursuit of trade, money or luxury goods among these; frequent references were also made to developments enabling exploration, such as improved navigational instruments, larger and more robust ships and better maps. It was also common to read responses that described the impact of exploration on relations with Spain. A small minority of responses referenced the search for the northwest/northeast passage, demonstrating some extremely detailed knowledge around this topic.

A small proportion of answers incorrectly conflated exploration with English involvement in the Netherlands, but in general, this question was well answered. The main limiter was a lack of supporting information, which held answers at one mark.

In both questions, it was evident that the vast majority of candidates understood how to successfully structure their answers and did not spend too much time doing so, indicating that they had been well prepared by their teachers.

1 (a) Describe **one** feature of early Elizabethan society.

(2)

One feature of early Elizabethan society the great
chain of being which meant there was a lot of
poverty and class imbalance

(b) Describe **one** feature of exploration in the years 1558–88.

(2)

One feature of exploration in the years 1558–88
were more advanced ships which were made
to go on longer voyages.



These answers are very brief but the candidate does enough to be awarded full marks on both responses. In each case, a feature is identified and then supported with a relevant fact.



Responses to Q1 do not need to be overly detailed.

1 (a) Describe **one** feature of early Elizabethan society.

(2)

one feature of early Elizabethan society is the religious divide in society and how it affected lots

(b) Describe **one** feature of exploration in the years 1558–88.

(2)

One feature of exploration was Sir Francis Drake and how he completed his voyage around the globe becoming an idol for those in Elizabethan England.



Q1a in this example represents a common approach taken by candidates, who use the language of the question but then do not support the identified feature with additional information. Q1b represents a more successful attempt, scoring two marks.



Ensure that you support the feature identified with an additional fact.

1 (a) Describe **one** feature of early Elizabethan society.

The education was split into petty schools⁽²⁾ where ~~men~~ were boys were taught maths and English and the girls were separated into a different school and was taught cookery and various crafts like knitting.
→ Grammar schools vs petty schools.

(b) Describe **one** feature of exploration in the years 1558–88.

One feature is they could travel using improved ships ~~At like that~~ like the fireships which were used by Britain and were more sturdy with good advancements like the cannons so exploration could be done at a more stable rate and less conflict.⁽²⁾



In each case, the candidate identified a feature and then supported this with a relevant fact. The candidate has incorrectly named the improved ships 'fireships' in 1b but the content of the answer is correct – 'ships were more sturdy with...cannons' – and therefore this scores full marks.



There are many different ways that supporting information can be selected to contextualise the key feature.

Question 2

In Question 2, candidates were asked to explain why relations between England and Spain became worse in the years 1569-88. They were given the stimulus points of Catholic rebels in England and English trade in the Netherlands.

Candidates were able to write in detail about the plots surrounding the Catholic rebels in England, providing, in the lower levels, descriptions of the events surrounding the Northern Rebellion and other plots and, at the higher levels, explanations of Spain's involvement with these and the impact this had on relations. Perhaps fewer candidates were able to make accurate use of the stimulus point relating to trade in the Netherlands: a common error here was to assume that England's trade with the Netherlands was at the expense of their trade with Spain.

A common third point of content was a consideration of the impact of Elizabeth's refusal to marry Philip of Spain – though this rejection had been ongoing from around the start of her reign, this was deemed relevant content for this question, as were explanations centred on the Catholic-Protestant rivalry between the countries, which were also seen in a large proportion of responses. Details of Drake's privateering also proved fruitful as a point of a content. A minority of candidates was able to explain events relating to English involvement in the Netherlands in the 1580s and analyse their impact on relations. A smaller number used the Spanish Armada as a cause of worsening relations: this was a valid approach.

Responses that scored in Level 1 were usually brief comments relating to the stimulus points, or offered more detail that was out of period. Examiners noted, however, that there seemed to be fewer answers scoring in this level than normal. Level 2 responses were most likely to take the form of a description of the plots against Elizabeth or similar content, focusing on the narrative rather than linking to the conceptual focus of the question. This is evidently a part of the specification that candidates remember well from their course of study and felt confident to write about.

Candidates scoring in Level 3 offered a similar range of content points but were better able to use these to demonstrate the impact on relations, analysing each point and considering how it played a role in the decline. A common approach in Level 3 was to explain an event and then follow up with a brief analysis in relation to the question, including statements such as, 'This infuriated Philip' with little additional development; while Level 4 responses took a more analytical approach throughout, selecting very precise evidence that supported strong judgements about main reasons for the decline. It was also noted that there were some extremely nuanced analyses of the gradual worsening of relationships that reflected recent scholarship, indicating excellent engagement with the topic. Some very specific knowledge was included, particularly around the interplay of treaties and international relations among France, Spain, England and the Netherlands in the 1580s.

A number of responses were limited to eight marks and precluded from scoring in Level 4 because they did not provide additional content beyond the stimulus points; it was also very common to see candidates write that, simply, 'Catholic rebels' were a reason why relations became worse, rather than using this as a prompt to draw out a cause, such as Spain's proffered support for the rebellions. Candidates should be reminded that the stimulus points are most likely to indicate or be linked to wider causes.

Common errors on this question included muddling Mary, Queen of Scots with Mary I and therefore claiming that she was married to Philip. It was also relatively common for candidates to lose conceptual focus as they related their knowledge of the various plots or English involvement with the Dutch. On the whole, the limiting factor was more likely to be a failure to link the content closely to the conceptual focus of the question, which indicates that candidates were well prepared in terms of their subject knowledge.

- 2 Explain why relations between England and Spain became worse in the years 1569–88.

(12)

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

- Catholic rebels in England
- English trade in the Netherlands

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

Sir Francis Drake
- Stealing
\$ Catholics want
MQS on throne

One reason why relations between England and Spain became worse in the years 1569–88 is because of Sir Francis Drake.

Sir Francis Drake would travel over to Spain and would steal food, such as potatoes, he would steal tobacco, but also the Spanish's Gold. This made Spain mad because they were losing their riches.

Another reason why relations between England and Spain became worse in the years 1569–88 was because Catholics wanted Mary Queen of Scots on the throne. Spain is a Catholic country, whereas Elizabeth made England a Protestant country, but Spain wanted England to be Catholic so King Philip II asked Elizabeth to marry him, she rejected him. But, then Philip decided to help to get Mary Queen of Scots on the throne so England could be Catholic once again. Spain joined the Throckmorton plot and planned to help Mary Queen of Scots onto the throne. But, the plot ended up failing and

England was still a protestant country.

This caused the relations between England and Spain become worse in the years 1569-88.



This response demonstrates some knowledge and understanding in relation to the topic in the question. There is an attempt to address the conceptual focus of the question – each point opens with a link to the question – but this is unsustainable, resulting in quite a narrative response. This scored in Level 2.



As well as beginning each point with a reference to the question, aim to finish each paragraph with a link back to the 'why'.

- 2 Explain why relations between England and Spain became worse in the years 1569–88.

(12)

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

- Catholic rebels in England
- English trade in the Netherlands

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

Relations between England and Spain became worse because of the English trade in the Netherlands. As England and the Netherlands signed the Treaty of Nonsuch, this meant that they now two Protestant countries have joined together to become more powerful in numbers as well as religiously. Elizabeth agreed to send soldiers over to the Netherlands to help them fight against the Spanish threat and army. This angered Phillip II because it meant ~~because~~ it was harder for him to gain full control over the Netherlands and even them Catholic.

The Catholic rebels in England made the relations between England and Spain worse. This is because ~~therefore~~ it was another threat Elizabeth had to face as well as Spain. Phillip II made up a plot to try

and get Elizabeth ^{off} ~~on~~ the throne. He done this by getting the Catholic's in England to go against Elizabeth and cause a threat to her, this was known as the Radium plot. This made the relations worse between both of the countries because Spain were trying to get the Queen off of her throne, which wasn't going to be accepted by Elizabeth.

Another reason why the relations between England and Spain were getting worse was because Spain decided to sign the Treaty of Joinville with France. This created a larger force and threat to England because two Catholic countries have joined together to turn England Catholic again. As a result of this it made England seem a lot more weaker and vulnerable which is why they joined together with the Netherlands as they were angered by what the Spanish are doing to defeat them.



This response covers several points of content, demonstrating good knowledge and understanding. Each aspect is explained and then some effort is made to link this to the conceptual focus of the question, although this is generally stated and lacks the analysis required for Level 4. This answer represents a very common approach at Level 3.



When sharing details of the events of the topic in the question, select these precisely to evidence analysis in relation to the question.

- 2 Explain why relations between England and Spain became worse in the years 1569–88.

Drake's raid on
Cadiz

(12)

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

- Catholic rebels in England
- English trade in the Netherlands - circumnavigation

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

PEEL
✓✓✓
✓✓✓

One reason relations between England and Spain became worse was ~~the support for Elizabeth against English trade in the Netherlands~~

~~the~~ Elizabeth's support for the Dutch rebels.

Elizabeth agreed to send 10,000 English troops to the Dutch to help them rebel against Spain, as the Netherlands was a Spanish colony. The troops would fight against Spain and help Netherlands become free. This angered Phillip II as he saw Elizabeth as a criminal and a threat to his power. This worsened relationships between England and Spain as Elizabeth openly supported Spain's enemies.

Another reason was Drake's circumnavigation. ~~Dr~~ Sir Francis Drake circumnavigated the world. He travelled to the Americas to explore the New World and claim English territory. During his journey, he came across Spanish colonies in ~~sett~~ Peru and Mexico. He raided Spanish ships and stole gold and other goods. This worsened Spanish and English relationships.

because instead of punishing Drake for his raids, Elizabeth knighted Drake for his ^{accidental} circumnavigation of the globe. This increased tension between the two countries, ~~and Phillip II saw it as an~~ It also pushed Phillip II to see Elizabeth as a big threat to his power.

A third reason relations between Spain and England worsened was because of ~~their~~ Drake's raid on Cadiz. In 1577, Drake raided Cadiz, a Spanish harbour and burnt their ships. He also stole supplies the Spanish were building up for the Spanish Armada. This was an open attack on the Spanish and ~~became known as the singeing~~ Phillip II found it insulting and ~~it~~ became known as 'the singeing of Phillip II's beard'. Drake destroyed Spanish ~~en~~ supplies which delayed the Armada by a year. This ~~was the last major sign that the war was sealed~~ sealed the conflict between the Spanish and English and resulted in the Spanish Armada.



This answer focuses consistently on the question. There is well developed analysis in relation to the conceptual focus of the question and this is supported by precisely selected evidence which, while succinct, is wide ranging and detailed enough to score in level 4 against AO1. This answer met all the criteria for a Level 4 response and therefore scored full marks.



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

- 2 Explain why relations between England and Spain became worse in the years 1569–88.

(12)

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

- Catholic rebels in England
- English trade in the Netherlands

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

Pirater
Religion
Netherlands
Plots

Relations between England and Spain became worse in the years of 1569–88 due to many factors: religion, politics, commercial rivalry. Firstly, religion played the most abundant role in the deteriorating relations between each country. This was as Elizabeth had converted the prior Catholic-English Church to a Protestant ruled throne. This infuriated Philip II of Spain, who had seen it as a threat and a barricade against him which he had plans to overthrow. Additionally, in Netherlands, Elizabeth had also supported the protests and funded Protestants who had detested Catholicism. This enraged Philip II of Spain as it shows that she was fiercer of his reign over Netherlands, a unique trading hub. Furthermore, Spain had also had close ties with the pope, the head of the Catholic Church which had excommunicated Elizabeth in 1570 once she had released the Act of Supremacy to England, not only globally insulting her but also marking her as a threat against Spain, a well respected king.

Furthermore, Phillip II also supported the plots against Elizabeth alongside with the uprising of the Northern Earls. This is as during the plots and meetings with the Pope, he had shown his desires of overthrowing England for himself as it not only restored Catholicism, but it also was a good pathway towards 'The Americas' as a trading route. Phillip's support over the overthrow of the Queen lead to increasing tensions and an unhealthy relationship between them as he had plans to send 10,000 troops to overthrow and capture London. When the Earl of Northumberland and Westmoreland had began their descent down Durham, Spain had been in favour of this and even provided ~~sa~~ protection for Roberto 'Rodolfi' once he had escaped after the first failed plot against Elizabeth, further deepening their political relations.

Another reason why relations between England and Spain declined was due to the fact that the East's economy was falling short, but the West (Americas) had an increasing opportunity. However, Spain controlled much of the land in the new world, therefore limiting English merchants from trading as they had no ports,

leading to them illegally trading in foreign land which had angered Phillip II. Furthermore the commercial rivalries between England and Spain had grown rapidly when Phillip II had banned English tradersmen (who had already suffered loss due to inflation in the wool cloth trades) from trading in the Netherlands as they sparked fears of displacing locals towards Protestantism, encouraging Elizabeth I and ^{improving} relations.

Additionally, Privateering had become a popular alternative for finding and bringing back earnings. This had been a great nuisance for Spain as treasure ships, carrying £100,000 - 400,000 often were sunk or targeted by English privateers. This was in the favour of Elizabeth I as she had aided and supported these men. One man in particular, Francis Drake, which she even baptised as he became the first English man to circumnavigate the globe & by also bringing £400,000 worth of treasure and gold, stolen from Spain. Phillip II was enraged, as he viewed Drake as a 'pirate', however it led to the 'singe of the king of Spain's beard' once Drake had damaged 130 ships and ^{a year's worth of} ^{inter} ^{damaging of} ^{food} ^{barrels,} ^{relations.}

(Total for Question 2 = 12 marks)



This answer also scored full marks and has been included as an example of some of the exceptional knowledge that was demonstrated by candidates in this question. The candidate demonstrates a detailed understanding of the changing political situation, initially organising these around the themes of the specification – religious, political and commercial rivalry. The skilful synthesis of knowledge from across the period has resulted in an answer that goes well beyond what is expected of a candidate at this level.



Where possible, demonstrate detailed and wide-ranging subject knowledge by, for example, including dates and names of key events in the period.

Question 3

Questions 3 and 4 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. Most responses included a judgement, but at Levels 2 and 3, 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 by the examining team that the vast majority of candidates wrote something for this question this year, and it was rare to come across an unfinished response, perhaps reflecting the impact of having slightly longer to complete the examination.

Question 3 had a consequence focus and was the slightly less popular of the two options this summer, though the total number of responses for each option was quite similar. Candidates were asked to evaluate the extent to which Elizabeth's settlement was successful. They were provided with the stimulus points Elizabeth's 'middle way' and Catholic rebels in England. The same stimulus point was used in both questions 2 and 3, as this stimulus point was relevant to both questions. The question was intentionally broad, enabling candidates to draw on a wide range of content from across key topics one and two of the specification to support their judgement. It was noted by examiners that, where candidates chose this question, they generally knew the topic well and understood what the question was asking them to do; overall, examiners commented that this question was done very well and it was refreshing to read such a range of different judgements in the answers.

Often, responses extrapolated from the stimulus points by explaining the mechanics of Elizabeth's 'middle way' – the Acts of Supremacy and Uniformity; the Royal Injunctions – or her strategic vagueness; or giving detailed explanations of the actions of Catholic rebels and explaining how these affected the success of the settlement. Other common points of content included the actions of Puritans in opposition to the settlement, the threat posed by Mary, Queen of Scots, the actions of the Papacy, including the Papal bull, or the threat posed by Spain, though examiners noted that this final point was a rarity. A small number of responses cited very detailed points of content, for example discussing the role of Parliament or the Church in upholding the settlement, or the importance of the Counter-Reformation in challenging the settlement.

In Levels 1 and 2, responses often focused solely on the narrative of religious tensions within the period, describing the plots or the events such as the crucifix controversy.

Level 1 responses were rare, mainly giving general comments relating to the religious settlement, listing its key features or providing basic facts about the plots. Level 2 answers tended to describe key events in detail, but were unable to make clear links to the conceptual focus of the question. Responses that moved beyond Level 2 were better able to develop points of content into evidence to support a judgement.

At Level 3, knowledge was often detailed; strong responses explained the nature of opposition to

the religious settlement, showing that although it posed a threat, this was effectively dealt with. However, there was a lack of specific judgement using criteria at this level: responses offered a stated judgement about the success of the settlement, leaving the justification implicit. At Level 4, where criteria were given, these were often framed as a consideration of the changing success of the religious settlement over time – that it was challenged at first but the issue became more settled later; or the geographical differences were considered, with the settlement being better received in the south of England than the north.

Common errors generally involved some muddling of terms: some candidates confused Catholics and Puritans, misunderstood Elizabeth's religion or mixed up Mary I with Mary, Queen of Scots. There were also a number of low-scoring responses where candidates wrote about problems facing Elizabeth on her accession, or details of the Spanish Armada. However, as noted above, such errors were rare.

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 ☒

I partially agree with this statement that the religious settlement was successful, due to the Act of Uniformity in 1559. The Act of Uniformity addressed how all churches should look, and made it so that all churches must have a Common Book of Prayer written in English, and a copy of the Bible in English, which contrasted to previous bibles and prayer books in Catholic Churches which were commonly written in Latin. This shows that the religious settlement was successful because there was no mass opposition to these rules that were introduced, and lot of people were ~~to~~ okay with this change, showing it was successful. Therefore, I partially agree with this statement because of rules introduced in the Act of Uniformity in 1559.

However, I also partially disagree with this statement that the religious settlement was successful, because of opposition ~~to the Regency~~ from Puritans. In the Religious settlement, Elizabeth made it clear that all priests must wear vestments and have crucifixes in them. ~~She also made herself~~ She also made herself supreme governor of the English Church in

the Act of Supremacy. Puritans were extreme protestants, who heavily opposed the religious settlement because of these factors. Puritans believed that no one should be supreme governor as they were too close to God, and ~~it~~ refused to wear the vestments and use crucifixes. This shows the religious settlement was unsuccessful because there was lots of opposition to it from the Puritans, and Elizabeth had to take all crucifixes out of churches to stop the opposition. Therefore, this shows the religious settlement wasn't a success and therefore I disagree with this statement.

I also disagree ~~that the religious settlement was a success~~ with this statement that the religious settlement was a success, because of Catholic opposition from the recusants. In the religious settlement, there was fines put in place so that if you did not attend church you would be fined a week's wages. Catholic members of the nobility did not like the changes made in the religious settlement, so refused to go to church and were known as the recusants. This shows that the religious settlement was not successful, because it did not please everyone and there was some opposition to it from the recusants. Elizabeth also allowed ~~for~~ them to not attend church as long as they were not public about their opinions, showing she had to give in to

opposition because the religious settlement was not successful. Therefore, I disagree that the religious settlement was successful because of Catholic opposition from the recusants.

Overall, I disagree with this statement that the religious settlement was successful because there was so much opposition from people that it could not be a success, because too many people were displeased by it. Therefore, I disagree with this statement overall.



This Level 3 response demonstrates accurate and relevant information and, for each point of content, a judgement is made about its significance. However, judgement in relation to the conceptual focus of the question is then stated at the end of each paragraph, rather than the points made being weighed against each other or judged using criteria. The conclusion is given with some justification, but this is limited.



When making a judgement about significance, develop specific criteria for making the judgement and apply these throughout the answer, rather than making generalisations about relative importance.

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 ☒

Elizabeth's religious settlement was one of the first things she implemented when she came to power and it faced ~~rather~~^{much} opposition by the Catholics and Puritans in the country. However the religious settlement was widely accepted at first and led to harmony within the country.

I partially disagree with this statement as despite the fact the settlement was supposed to appeal to all religions it faced opposition by the Puritans. The Puritans were a more extreme and focused group of Christians than Protestants and thought that anything not in the Bible should be rejected. After the religious settlement many Puritans challenged Elizabeth about having a crucifix within Churches around England as they believed you should just have a ~~cross~~ cross in a church. To their delight Elizabeth backed down and compromised upon her settlement showing its first signs of weakness and willingness to comply and bend to the desires of the people. However this backing down now inspired more resistance from the Puritans as when they were required to wear colored vestments many refused believing they could bring about change again but this time Elizabeth stood ~~strong~~^{strong} against more than 30 of Puritan resignations. This displayed some power of the settlement as its laws and components were maintained yet still ~~proved~~ illustrated its ineffectiveness due to it not ~~appearing to~~ ^{appealing to} and lack of success.

the Puritans and causing resistance from within her country.

~~The~~ I somewhat agree with this statement due to the widespread ~~effectiveness~~ acceptance of the settlement and, the way it appeared to both sides and the mandatory oath priests were required to take. The first act of the religious settlement was the Act of Supremacy which declared Elizabeth as the supreme governor of the Church taking power away from the Pope and instructing priests to take an oath of loyalty. Around 80% of all priests took this oath showing the effectiveness of the settlement as many agreed and the oath ensured that the priests would indeed follow and not backslide ~~on~~ in fear of punishment. Elizabeth also implemented and formed an Ecclesiastical High Commission in order to enforce the settlement effectively further increasing its success in appealing to both sides. Furthermore many of the general public accepted the settlement and a Book of Common Prayer was established in order to make sure Catholic, Protestant and Puritan desires were taken into account. This ~~led to~~ The Act of Uniformity in 1559 also imposed a fine upon whoever did not attend Church and ~~this~~ increased the success of the settlement as it forced more people to attend Church and follow Elizabeth's settlement.

I mostly disagree with this statement due to the large amounts of Catholic resentment and opposition to the settlement. After the settlement was imposed in 1559 many of the rich northern Catholic Earls just decided to pay the ~~fine~~ ~~of~~ not attending Church and ~~this~~ this showed an open disregard for the settlement.

decreasing its success. Then in 1566 the Pope issued an ~~instruction~~ ^{instruction to not} attend church in England to all Catholics and the fact that roughly a third of the Catholics were recusants caused a rise in people not attending church. The fact that the Catholics in England respected the Pope's instructions more than the Queen's shows the lack of success the settlement had as many Catholics still do not recognise her power at all.

Overall I mostly disagree with this statement as the aim of the settlement was to ease religious tensions and despite starting off well her attempts to appeal to both sides failed. This is due to the fact that two out of the three religious groups both opposed and took action against the settlement itself during the lack of success it had at reducing tensions as it just increased opposition and caused the Pope's involvement in English affairs:



This candidate has demonstrated wide ranging knowledge of this topic, including detailed facts to support an analytical explanation. Aspects of content are evaluated throughout to provide a clear and compelling judgement in relation to the focus of the question, concluding that the settlement ultimately failed because it did not ease religious tensions in England. The judgement is fully supported and there is a clear line of reasoning throughout the response. This response scored high in Level 4.



Consider the points you will be making throughout the answer and organise them coherently so that your line of reasoning is clear throughout the response.

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 ☒

Elizabeth's religious settlement, comprised of a series of legislative acts and royal injunctions, aimed to cool religious tension in England by pleasing all factions. ~~Therefore~~ ^{Therefore} for it to be considered a success it would have to have lowered tension and pleased all, which it did not effectively do.

The primary way in which the unsuccessful nature of the settlement is demonstrated is by political results. If the measure had achieved its goals of building stability there would have been no calls or efforts to dethrone Elizabeth, however in practice this was not the case. In 1569 the Duke of Norfolk, along with the Earls of Northumberland and Westmorland, rose up against Elizabeth with ~~the~~ ~~4000~~ 4000 men. Not only this but the goal of the rebellion was the restoration of Catholicism, ~~because~~ ~~then~~ the rebels even held Catholic mass in Durham Cathedral. Furthermore, following this failed uprising,

three more attempted coups would take place - Ridolphi only two years later. Finally, it is estimated almost $\frac{1}{3}$ of all nobles were recusants. Clearly therefore the religious settlement left many so unsatisfied they were willing to risk their lives fighting to have it revoked, rather strongly demonstrating its unsuccessfulness.

Furthermore, if the settlement was a success it would have lowered diplomatic tensions with the Catholic world, however once again the opposite would occur. ~~There~~ in 1570 Pope Pious would have Elizabeth excommunicated from the Church, representing how clearly her settlement was ~~not~~ ^{neither} approved of in England or out of it. Rather, the church and foreign courts were so offended by Elizabeth's ways they ~~be~~ openly implied she was unholy. Furthermore at the treaty of Joinville the French Catholic league and Spanish empire agreed to work to dethrone Elizabeth and restore Catholicism - hardly a ² lowering of tension ~~on~~ on behalf of the settlement. Finally in 1588 we see the Spanish so desperate to rid England of ~~what~~ what they view as

religious injustice they ~~launch~~ ^{launch} the Armada to invade, so determined they rebuilt even after Drake's siege of Cadiz. ~~From~~ From the reaction of foreign powers we can clearly infer that the religious settlement neither lowered tension or pleased all, demonstrating it's failure once again.

Finally, the religious settlement worked not even in the personal favour of Elizabeth, demonstrating how rather than provide stability it did the opposite. Even after the settlement, an effort by Elizabeth to appease all sides, she would still be forced to pass the Act for the preservation of the Queens safety (1585) along with employing the services of Francis Walsingham to maintain her own safety. Although the Act of Uniformity had aimed to provide a neutral church, Elizabeth's protestant ideals undeniably seeped into the bill, meaning she failed at garnering approval from either side and she as 'Supreme Governor' was seen as solely to blame. Therefore that we can further highlight the settlement's failure - ~~by~~ rather than secure herself or the nation stability.

it would lead to her fending off assassination and peasant revolts until her reign was over.

In conclusion, I would argue that the religious settlement accomplished the opposite of what it intended. There was no lowering of tension and neither side was satisfied, as demonstrated by the political and diplomatic turmoil Elizabeth faced. So it cannot be called successful in any way.



This additional Level 4 response has been provided as an example of exceptional analytical explanation. Evidence has been precisely selected to support a thread of judgement that runs strongly throughout the answer, developing into a very clear evaluation that concludes with a strongly justified judgement. Criteria for making the judgement are applied throughout the answer.



Target the top mark on this question by including a clear line of argument that runs from your introduction through to your conclusion, selecting evidence precisely to support your analysis.

Question 4

Question 4 focused on the second-order concept of causation, asking candidates to evaluate how far the increasing population of England was responsible for the increase in poverty during this time period. The stimulus points offered were unemployment and bad harvests. This question targeted the second section of the third key topic of the specification and was marginally more popular than Q3. Although there were some very strong answers, this seemed to be the question chosen by candidates who were less confident in their subject knowledge: a significant proportion of responses scored in Level 2 or at the bottom of Level 3, due to vague, common sense evidence being used instead of content specific to this specification.

It was common for candidates to extrapolate from the stimulus points and many were able to explain the impact of the rising population on employment opportunities, or analyse how bad harvests further affected the population. Going beyond the stimulus points, candidates often wrote about the process and impact of enclosure, often linking this to unemployment; the impact of trade embargos on the wool and cloth industry; and the migration of people to urban centres, with the subsequent issue of vagrancy this caused. A significant minority of responses seen referenced the dissolution of the monasteries and debasement that occurred during the reign of Henry VIII: while this content was rewardable, making a clear link between it and the conceptual focus of the question often proved more challenging for candidates.

At Level 1, candidates provided often vague statements about increased poverty, often making anachronistic statements, for example blaming the lack of education among the lower classes for rising unemployment, or highlighting increased migration in the period as a cause of low employment among English people. There were also a number of references to the 19th century among answers in this level, perhaps due to candidates drawing on their thematic study knowledge.

Responses in level 2 were likely to give some more specific relevant content, though again, often this was based on generalised understanding of the causes of poverty, with little reference to the period in question. It was noted, however, that a very high proportion of candidates from this level of the mark scheme up were able to quote some very specific figures about population size or the amount of income people spent on bread, indicating some good subject knowledge.

Where responses moved beyond Level 2, candidates typically offered more specific points of content relevant to the period, for example by describing the loss of common land and the reduction in rural jobs caused by the move towards sheep farming. Responses in Levels 3 and 4 were often able to successfully use aspects of the legislation passed by Elizabethan governments to support analyses of the causes of poverty, for example by highlighting that local government was required to provide work for those who needed it. These points of content were analysed in order to weigh up causes against each other; judgements often focused on which cause came first, when considering the main cause, or on which cause affected the greatest number of people. At Level 4, it was common to see carefully selected points of content successfully linked together to show the complex interplay of causes that led to rising poverty throughout Elizabeth's reign.

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 ☒

To some extent I agree that unemployment was the main reason of ^{increase} poverty in the years

"The main reason for the increase in poverty ~~was~~ in years 1558-1588 was the increasing population"

I disagree was the statement that the increase in poverty was because of the increase in the population ~~was~~ ~~because~~ is because of unemployment. unemployment increased due to debts the England carried from previous wars. this led to many not having jobs and many ~~left~~ poor on streets as they had no source of income to help provide for them self or others.

another reason why I disagree with the statement is because of bad harvesting. Farmers who are unable to grow crops ~~it~~ would most likely be living in poverty. This is because crops were used to sell around different countries, they ~~w~~ to make money. People ~~the~~ who were able to pick crops made money by selling them and if farmers were unable to ~~trap~~ harvest properly

this also meant the loss in certain jobs which caused people to become unemployed and not able to provide for their family.

However to some extent I agree with this statement because the more people reproduce and have children the more poverty will be around this is because as the population increased the ~~jobs~~ amount of jobs available stayed the same. People who are already poor and are having children they are unable to provide for their child- as they are unable to provide for them self.

In conclusion I disagree with this statement as unemployment and bad harvesting ~~were~~ are a more higher factor on why poverty increased in the years 1558-88.



This response scored in Level 2 across all strands of the mark scheme. There is some knowledge and understanding, but this is vague in places; there is some generalisation and vagueness in the description. There is limited analysis, lacking in development and an asserted judgement at the end.



Make regular references back to the question through your answer to ensure that your content fits the conceptual focus. Writing an initial plan may also help with this.

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 ☒

I agree to a ~~certain~~ limited extent on the statement "The main reason for the increase in poverty in the years 1558-88 was the increasing population of England".

One reason I only agree to a certain extent would be due to the wool trade. This is because of the English trade of wool with the Netherlands, as the Netherlands were England's best buyers, and the large chunk of the income people received and the chunk of economy was based upon the wool trade. When Philip II attacked ~~Spain~~ ~~England~~, the Netherlands, the wool trade between England and the Dutch stopped. Because of this, everybody who worked under the wool trade lost their jobs, the economy started to decline.

at a rapid rate and everything was going wrong. This led to many people going homeless, as they relied on the wool trade for their income, increasing poverty levels. Because there were ~~over 100,000~~ so many people working around the wool trade, meant that poverty levels hit big high's, impacting England as a whole country.

Another reason I only agree to a certain extent would be due to bad harvests. This is because of the large amount of people growing crops. When the wool trade was popular, people started fencing off their plots, meaning people couldn't grow any harvest on them anymore, meaning people became homeless and lost their main source of income, increasing poverty levels. Another reason could be bad harvests. As people didn't have great technology

and the knowledge of farming crops, many crops would go bad meaning they can't be sold off which results in no income for the farmers. Because over 90% of the people in England worked as ~~as~~ farmers, many crops were going bad meaning a large chunk of farmers ended up with no income, leading to a further increase in poverty levels.

On the other hand, I agree with the statement as rising population played a big part in larger poverty levels. This is because of the increase in demand. As more people were being born, ~~many~~ ^{much} more food was needed for families all around England, but because of the bad harvests, not a lot of food was being produced meaning there was a large amount of poverty to food. Another reason I agree

would be due to the increase in inflation due to the rising population. This is because many more people were being born, meaning over-time, more people received an income ultimately leading to inflation happening due to the currency losing its value as it's being produced more, ultimately leading to high poverty levels as family's can't keep up, leading to many problems.

In conclusion, I partly agree with the statement as I feel there are larger factors such as the wool trade and the bad harvests, but I agree because rising population was a large factor but not the largest.



There are several accurate points of content in this response, demonstrating good subject knowledge. There is explanation with some analysis, though the candidate does make some generalisations and the response lacks a strong, sustained line of reasoning. The judgement is given with some justification, but less explicit criteria. This response scored in Level 3.



Move a response beyond Level 3 by deploying precise knowledge to support your analysis, rather than explaining the points of content and adding analysis afterwards.

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 ☒

Some people may agree with the statement that 'The main reason for the increase in poverty in the years 1558-88 was the increasing population of ~~England~~ England' as ~~it led to increased food~~ the increased population led to an increase in food prices. This can be demonstrated by the fact that during Elizabeth's reign the population rose by 25%. This meant that ~~food prices~~ there was more demand for food to feed the growing population, leading to an increase in food prices as there is less food compared to people. ~~This~~ Consequently, the higher food prices got, the less people would be able to afford it, leading to a rise in poverty. Even though this viewpoint is correct, ~~the~~ other factors like ^{urban} migration and enclosure of land seem to have contributed more to the rise in poverty during this time. However, this is why some people may agree with the statement that 'The main

reason for the increase in poverty in the years 1558-88 was the increasing population of England'

On the other hand, some people may disagree with the statement that "The main reason for the increase in poverty in the years 1558-88 was the increasing population of England" as the rise of urban migration during this time led to more poverty. This can be demonstrated by the fact that many people at the time migrated to cities in order to find better jobs. London grew to over 150,000 people during this time. With more people in the cities meant more food had to be brought in from the countryside, which meant that food prices increased, leading to less and less people being able to afford food and sinking into poverty. However, as more people were living in cities there were less and less job availabilities leading to wages to fall. This caused people not being able to afford the inflated food, sinking into more poverty. Urban migration clearly caused a higher increase in poverty than the increase population in my own view. Hence why, some

people may disagree with the statement that "The main reason for the increase in poverty in the years 1558-88 was the increasing population of England" as urban migration caused even more poverty.

Meanwhile, some people may also disagree with the statement that "The main reason for the increase in poverty in the years 1558-88 was the increasing population of England" as ~~the rise~~ the enclosure of land by wealthy land owners for sheep farming caused even more poverty. This can be seen by the fact that landowners would fence ^{common} ~~their~~ land to keep their livestock and sheep in. This meant that the labouring poor lost their ability to use that common land to grow crops to feed their families or rear small farm animals ^{leading to hunger and poverty}. Furthermore, tenant farmers who rented that land were evicted and left without a means of a home or a job, which meant they were left homeless and in poverty. Furthermore, due to the rise of sheep farming, which made up 81.6% of exports and led to more profit, less people were needed to work in farming sheep, causing

people to lose their jobs, ^{and be} ~~work~~ unemployed meaning no money, no food so therefore ~~the~~ ^{sinking into} ~~poverty~~ poverty. This in my opinion caused more poverty than the population increase. Hence why some people may disagree with the statement that "The main reason for the increase in poverty in the years 1558-88 was the increasing population of England" as the actions of rich landowners sparked more poverty.

In conclusion, I mainly disagree with the statement as even though the population increase contributed to an increase in food prices, things like urban migration also led to decrease in wages, meaning that ^{even} ~~that~~ less people would be able to afford the highly priced food. However, I believe that ^{the} ~~the~~ actual main factor for the increase in poverty was the enclosure of land and sheep farming, as the poor became even poorer and there was less available areas to grow food. These factors actually were a cause to urban migration in the first place, so that is why I mainly disagree with ~~the~~ statement.



This response demonstrates wide ranging and detailed knowledge of the causes of increased poverty in early Elizabethan England. The candidate develops a sophisticated line of reasoning, with a particularly strong example being the paragraph on urban migration. Criteria are applied and justified throughout the answer: this is a valid approach. The analytical explanation throughout, coupled with the precise understanding demonstrated, brings this response to the top of the level.



Writing a Level 4 response requires you to know the content really well, so that you can make precise selections and group different points of content under broad headings.

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

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