



Pearson
Edexcel

GCSE (9–1) History

Exemplars
Summer 2022

Paper 2
British depth
studies





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Introduction

This exemplar booklet has been created using student responses from the summer 2022 examination in GCSE History Paper 2. This booklet is designed to supplement the Examiner Reports published in August 2022, which can be found [here](#).

This booklet covers:

- **Option B1:** Anglo-Saxon and Norman England, c1060–88
- **Option B2:** The reigns of King Richard I and King John, 1189–1216
- **Option B3:** Henry VIII and his ministers, 1509–40
- **Option B4:** Early Elizabethan England, 1558–88.

It is recommended that teachers look also at examples from options that they do not teach, as sometimes they illustrate different points that are relevant across all options.

There are answers from two questions for each option, which have been chosen as they are often questions that students find challenging:

- **Q1(b)** Explain why
- **Q1(c)** Judgment essay

The indicative content for the levels-based questions are not included in this document, so please refer to the relevant mark schemes, which can be found [here](#).



Access to Scripts

Use our **free** [Access to Scripts](#) service to view your students' marked exam scripts. The service is available from results day until mid-December each year, but remember to get your students' permission to use their scripts in advance.

This [case study](#) with a GCSE History centre suggests how you can use Access to Scripts to understand student performance, gain professional development in your department, give you model answers for use in the classroom, and motivate and encourage students.

ResultsPlus data

Access to Scripts and ResultsPlus complement each other. ResultsPlus is a useful tool for analysing your students' performance. More information on its range of features, including a step-by-step guide, is available [here](#).

After each full exam series, we provide the global data for every question on every option: average marks overall and also by each grade. The global data is downloaded from ResultsPlus and tidied up.

	A	B	C	D	E	F	G	H	I	J	K
1	GCSE History June 2022 Results Plus data for each paper										
2	1HIA										
	Edexcel averages by grade:										
3	Question	Question type	AO	Average score	Max score	Percent		9	%	8	%
4	British depth studies B1-B4										
5	B1 ANGLO-SAXON AND NORMAN										
6	Q01a	Describe two features of...	AO1	1.62	4	40.5%		3.45	86.3%	2.98	74.5%
7	Q01b	Explain why...	AO1/AO2	5.12	12	42.7%		10.21	85.1%	8.93	74.4%
8	Q01ci	Statement'. How far do you agree? Explain your answer	AO1/AO2	8.38	16	52.4%		14.06	87.9%	12.48	78.0%
9	Q01cii	Statement'. How far do you agree? Explain your answer	AO1/AO2	8.49	16	53.1%		13.97	87.3%	12.46	77.9%
11	Total (est)			15.18	32	47.4%		27.68	86.5%	24.38	76.2%

The spreadsheets can be downloaded from the Edexcel website [here](#): look under the 'Guide' dropdown. You'll need your [Edexcel Online](#) login to access the files – please ask your Exams Officer if you don't have an Edexcel Online account.

Below are extracts from this data, showing how students performed on questions 1(b), 1(c)(i) and 1(c)(ii) on Route 1HIA in the summer 2022 exam series. The extracts give the average marks for all students on each question, plus the average marks for students attaining grades 9, 7 and 4 in the overall qualification.

Please note that because of optionality, two routes were available: 1HIA and 1HIB, and the data for these is provided separately in 2022. Approximately 80% of students were on the 1HIA route, and 20% on 1HIB; the average marks on the 1HIB route are similar.

On question 1(b), the overall average was mid Level 2; students attaining grades 9, 7 and 4 were on average awarded low Level 4, low Level 3, and low Level 2 respectively.

Qu.1b	Total	Avge (all)	%	Grade 9 avge	%	Grade 7 avge	%	Grade 4 avge	%
AS&Normans (1HIA)	12	5.1	42.7%	10.2	85.1%	7.8	65.3%	4.0	32.9%
Rich & John (1HIA)	12	6.5	53.9%	10.2	84.9%	8.3	69.3%	5.0	42.2%
Henry VIII (1HIA)	12	5.4	44.6%	10.6	88.0%	8.1	67.4%	3.6	30.0%
Elizabeth I (1HIA)	12	4.9	40.8%	10.2	85.3%	7.4	61.6%	3.6	30.2%
All four options	12	5.1	42.2%	n/a	n/a	n/a	n/a	n/a	n/a



On 1(c)(i), the overall average was borderline Level 2/3; students attaining grades 9, 7 and 4 overall were on average being awarded mid Level 4, high Level 3, and high Level 2 respectively.

Qu.1c(i)	Total	Ave (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
AS&Normans (1HIA)	16	8.4	52.4%	14.1	87.9%	11.4	71.0%	7.3	45.5%
Rich & John (1HIA)	16	11.3	70.5%	14.3	89.1%	12.2	75.9%	8.3	51.9%
Henry VIII (1HIA)	16	9.2	57.4%	14.4	90.2%	12.4	77.6%	7.5	46.6%
Elizabeth I (1HIA)	16	8.9	55.4%	14.0	87.5%	11.6	72.7%	8.1	50.3%
All four options	16	8.8	55.0%	n/a	n/a	n/a	n/a	n/a	n/a

On 1(c)(ii), the overall average was low Level 3; students attaining grades 9, 7 and 4 overall were on average being awarded mid Level 4, high Level 3, and mid-high Level 2 respectively

Qu.1c(ii)	Total	Ave (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
AS&Normans (1HIA)	16	8.5	53.1%	14.0	87.3%	11.4	71.2%	7.1	44.4%
Rich & John (1HIA)	16	8.5	52.9%	13.8	86.2%	11.5	71.6%	7.2	44.9%
Henry VIII (1HIA)	16	9.7	60.5%	14.3	89.2%	12.0	74.8%	6.8	42.3%
Elizabeth I (1HIA)	16	9.5	59.5%	14.1	88.4%	11.8	73.6%	7.5	46.9%
All four options	16	9.2	%	n/a	n/a	n/a	n/a	n/a	n/a

Number of students sitting each option on Route 1HIA: Anglo-Saxons & Norman 26,939; Richard I & John 3,830; Henry VIII 9,183; Elizabeth I 60,707.



Question 1(b)

This is an 'explain why' question, and is scored out of 12 marks.

The question targets the second-order concept of causation.

The stimulus points are provided to act as prompts to remind candidates what they have studied. Use of the stimulus points is not compulsory, but where they are used, it should be noted that the mark scheme requires an additional aspect of content to be covered to reach the top of Levels 2 and 3 and for entry into Level 4.

Levels are awarded for both AO2 (analysis of second-order concepts: causation) and AO1 (knowledge and understanding).

Generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none">• A simple or generalised answer is given, lacking development and organisation. [AO2]• Limited knowledge and understanding of the topic is shown. [AO1]
2	4-6	<ul style="list-style-type: none">• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none">• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none">• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



Question (Anglo-Saxons and Normans)

(b) Explain why there was an uprising against Tostig in 1065.

(12)

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

- Earldom of Northumbria
- taxation

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

Student A (Anglo-Saxons and Normans)

The main reason why there was an uprising against Tostig in 1065 was taxation. For example, Tostig would take a huge amount of tax from the people. This meant that, people would be forced to pay way more tax than they needed. As a ~~fastest~~ result, most people would have barely enough money and would not want Tostig and would no longer want him to be the Earl of Northumbria. This is why *taxation was the main reason there was an uprising against Tostig in 1065.

A second reason why there was an uprising against Tostig in 1065 was that he was already unpopular. For example, he was a Southerner in charge of Northumbria. This meant that, ~~with~~ not the people of Northumbria already had a distaste for him due to him being from the South. As a result, most people didn't want him as Earl and don't want ~~him to be~~

someone from the South being in charge of a place far up North. This is why, Tostig already being unpopular was another reason why there was an uprising in 1065.



Examiner commentary

Level 2 – 5 marks

This response includes some explanation with some limited analysis and unsustained links to the conceptual focus of the question. There is some development and organisation of the material included. For example, it claims that excessive taxation left people in poverty which created resentment against Tostig, leading to the people no longer wanting him as Earl of Northumbria. In the second paragraph, the answer says he was '*already unpopular*'. However, although the answer explains why Tostig was unpopular (they did not want a southerner in control of the north), the link to rebellion is not developed. This answer achieved Level 2 for AO2.

Some accurate and relevant information is included, showing some knowledge and understanding of the period and topic. A few specific details about Tostig's position as Earl of Northumberland and his actions in imposing taxes are understood and included. Other examples of specific details that could have been included are his issues with Scotland or his ruthlessness with Gospatric. The answer scores low Level 2 for AO1. Overall using a best-fit approach, the answer was awarded a mark in mid Level 2.



Student B (Anglo-Saxons and Normans)

(b) Explain why there was an uprising against Tostig in 1065.

(12)

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

- Unjust behaviour
- Earldom of Northumbria
- taxation
- Dane law

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

One reason why there was an uprising against Earl Tostig in 1065 was because of the ~~Danelaw~~ Danelaw area in Northumbria. The Danelaw ~~area~~ area was where many viking descendants lived, they had their own laws and customs. The North was not used to being ruled by a Southern leader as mostly kings left the North to rule itself because it was so far away. The Anglo-Vikings didn't like Earl Tostig because he was a Southerner and they wanted to rule themselves. Furthermore many of those living in the Dane-law area used many Scandinavian words, making it harder for Tostig to get along with and control them. This led to tension and the uprising.

Another reason why there was an uprising against Earl Tostig was because of his heavy taxation. The North was not used to having a Southern ruler and when Tostig started taxing them, they did not respond favourably. Many Northerners weren't used to paying tax and found it very hard, they saw the taxation as just a way for Tostig to steal money off them. This caused resentment towards Tostig from the Northerners and led to an

uprising.

Another reason why there was an uprising against Earl Tostig was because of his unjust and corrupt actions. There were many reports of Earl Tostig accusing people of crimes just to get money or land off them. Also he assassinated high up Northern



the Danes who he thought were a threat to him, when he was supposed to be hosting them. This led to anger and triggered an uprising.

A final reason why there was an uprising against Tostig was because he didn't protect Northumbria from Scotland. Earl Tostig was friends with the King of Scotland Malcolm, and did not maintain defences on the Scotland border. When Tostig was away Malcolm invaded and attacked causing great damage. When Tostig returned, he didn't retaliate but instead signed a peace treaty with Malcolm. This infuriated many Northumbrians as Malcolm had caused great destruction. This led to an uprising against Tostig.

Examiner commentary

Level 4 - 11 marks

This response gives an analytical answer which is directed consistently at the focus of the question. Resentment against Tostig is explained on the basis of the fact that he was a southerner, who did not understand the laws and customs that were traditional in the Danelaw area and that people in the north wanted to be independent of southern rule. This point is linked directly to tension and the uprising.

The second paragraph links the issue of taxation directly to the uprising, explaining that taxation was resented because it was being imposed by a southerner and they were not used to it. It goes further to highlight how the Northumbrians saw taxation as simply a way for Tostig to make money out of them, which led to resentment and the uprising.

Other reasons for the uprising are identified as Tostig's corrupt rule (although specific named examples are not given) and his failure to protect the area from Scottish attacks, which are both directly linked to the uprising.

The line of reasoning is generally coherent and logical; there is excellent explanation of resentment towards Tostig, but at times, the explanation of how the issues themselves caused the rebellion are not fully developed, so this answer achieved low Level 4 for AO2.

Accurate and relevant information is precisely selected to directly address the question in this response. The knowledge is wide-ranging, and understanding of the features of the period and topic is shown. This response references taxation, the Danelaw, and Scotland specifically with some less focused knowledge on Tostig's ruthlessness; it achieved Level 4 for AO1.

This answer goes beyond the stimulus points and although four aspects of knowledge are included, the quality of the AO1 and AO2 in this response means using a 'best fit' approach it achieves a mark in the middle of Level 4.



Question (Richard and John)

(b) Explain why John was able to secure his power when he became king.

(12)

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

- claim to the throne
- Eleanor of Aquitaine

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

Student A (Richard and John)

John was able to secure power when he became king for multiple reasons. One being his claim to the throne. During this period, there was a law that the older, eligible child would become the next heir. In this case, this was John. This automatically gave John some sort of power as he was the next in line so everyone was relying on him to bring the country back together and take control of the kingdom, therefore the people supported him from the start.

Also, his mother, Eleanor of Aquitaine was a very powerful and well-known woman so when news came out that her son was ~~been~~ becoming king, many people liked the idea. In addition, Eleanor showed multiple support for John, making him seem trustworthy and giving everyone that he was going to be a good king.

Examiner commentary

Level 2 - 5 marks

This response includes some explanation with some limited analysis and unsustainable links to the conceptual focus of the question. There is some development and organisation of the material included. For example, it claims that John became king due to his claim to the throne being the '*older, eligible child*'. In the second paragraph, the answer says his mother Eleanor of Aquitaine was '*a very powerful and well-known woman*' and her support made John '*seem trustworthy*'. This answer states that his claim and his mother's support enabled him to become king, but the explanations linked to the question are implicit and therefore it achieved Level 2 for AO2.

Some accurate and relevant information is included, showing some knowledge and understanding of the period and topic, although the knowledge is vague at times. For example, John's claim through him being next in line is understood but not explained – there is no mention of the fact that King Richard had died childless and no mention of John's relationship to him. Other examples of specific details which could be included are how John got rid of rivals such as Arthur of Brittany or his quick coronation. The answer scores low Level 2 for AO1.

This answer focuses on the stimulus points and two aspects of content are covered (claim to the throne and Eleanor of Aquitaine), so the maximum mark it can reach in Level 2 is 5 marks.

Student B (Richard and John)

(b) Explain why John was able to secure his power when he became king.

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

- claim to the throne
- Eleanor of Aquitaine

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

fact Henry 1st died in 1189
20 - Drive back advances Philip II (12)
peace at Le Goulet
10 - claim to throne - named heir + removal Arthur
Quickly coronated. Showed religious devotion. By 1199

John was able to secure power after becoming king in 1199 due to his claim to the throne. Before King Richard I died he named his brother John as his heir. This helped John secure power as Richard was highly respected and therefore held lots of influence and authority over England. By naming John as his heir this meant there was a clear choice for the next King of England. Additionally, John removed his rival Arthur in order to secure his position as king. Through the theory of primogeniture the oldest son would be named king, so seeing as Arthur was the son of Geoffrey (John's older brother) Arthur was thus entitled to his claim for the throne. By removing Arthur as competition John secured that he was the only eligible claim to the throne.

Furthermore, John secured power when he became king by driving ^{back} Philip II (king of France) advances on England. John made peace

with Philip at 'Le Goulet' in which he paid homage to Philip (homage being an oath of loyalty). Therefore by making peace and driving Philip out of England John secured his throne as Philip was no longer a threat to his power over England.

Lastly, John secured his power after becoming king due to his strategic thinking. After



Richard's death John made sure he was quickly coronated so that he could get power over England ~~with~~ whilst minimising other challengers his authority and trying to claim he known for themselves. Similarly, John kept many advisers from Richard's rule in the same positions. For example, Archbishop of Canterbury and later Justiciar Hubert Walter retained his position of authority after John succeeded Richard. Therefore there were not massive changes to the way Ireland was run under John (to Ireland) and this was key to John securing power over England.

Examiner commentary

Level 4 - 11 marks

This response gives an analytical answer which is directed consistently at the focus of the question. For example, John's claim to the throne is well explained in the first paragraph when the response focuses on the fact that Richard named John as heir and then John removed Arthur who was his rival to the throne due to the theory of primogeniture. It highlights there was 'a clear choice for the next king of England' in John, and with the removal of Arthur, John was left as the 'only eligible claim'. This point is linked directly to John securing his power.

The second paragraph links the issue of securing John's power through the treaty of Le Goulet with Phillip II of France meaning that Phillip 'was no longer a threat' and the third paragraph highlights the role of John's 'strategic thinking' when securing his power. It explains how John was crowned quickly and how he kept many of Richard's advisers in positions of power 'therefore there were not massive changes to the way England was run'. The line of reasoning is generally coherent and logical; there is excellent explanation of John's claim to the throne, but at times, the explanation of how the other issues secured his power are not fully developed, so this answer achieved low Level 4 for AO2.

Accurate and relevant information is precisely selected to directly address the question in this response. The knowledge is wide ranging and understanding of the features of the period and topic is shown. This response references primogeniture, Arthur, Phillip of France and Le Goulet specifically, with some less focused knowledge on John's quick coronation and advisers; despite the mistake in claiming John drove Phillip out of England, it achieved Level 4 for AO1.

This answer goes beyond the stimulus points and although four aspects of knowledge are included, that is not a requirement of this question. The quality of the AO1 and AO2 in this response means that, using a 'best fit' approach, it achieves a mark in the middle of Level 4.



Question (Henry VIII)

(b) Explain why Cromwell made changes to government in the years 1534–40.

(12)

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

- the Privy Council
- the Act of Succession

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

Student A (Henry VIII)

I think Cromwell made changes to the government because of the act of Supremacy. The act of Supremacy meant that Henry VIII was now head of the church so changes to the government had to be made. These changes included the treason act.

Another reason Cromwell made changes to government in the years 1534–40 is because of the act of succession. This act meant Elizabeth would be heir to the throne and no-one could resent Henry's ~~marriage~~ marriage to Catherine of Aragon. ~~With~~ Cromwell had to change the government so there were laws against people who opposed the ~~Act of Succession~~ Act.

Examiner commentary

Level 2 – 5 marks

This answer shows some knowledge and understanding of the period, though the breadth of knowledge is not wide enough for the top of the level, placing this in Level 2 for AO1. There is limited analysis with only implicit links to the conceptual focus of the question: this student has described changes made to government, with very minimal consideration of why those changes occurred beyond an implicit link to the Reformation and Henry's dynastic concerns, placing this at low in Level 2 for AO2. This makes the overall best-fit the middle of Level 2.

Student B (Henry VIII)

(b) Explain why Cromwell made changes to government in the years 1534-40. (12)

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

- the Privy Council
- the Act of Succession

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

The first reason as to why Cromwell made ~~changes~~ changes ~~was~~ to the government was because there were just too many people. There were around 100 or 20 members of the privy council and this seemed like too much. So Cromwell reduced this down to about 19 because this meant that each member would have a defined role and this was also done so that ~~the~~ ~~any~~ any matters could be resolved much quicker as there weren't many members. It would've also been easier for each member to voice ~~their~~ concerns and opinions to Henry. That's one reason Cromwell made changes as it overall, reduced fuss and made the government work in a more efficient way as less members means less hassle.

Another reason Cromwell made changes was to benefit Henry VIII and keep his rule secure. One way he was able to do this was

the act of Succession. This act stated that Elizabeth was Henry's rightful heir and it also recognised the marriage between Henry VIII and Anne Boleyn. The reason Cromwell made this change was for his king, just like the act of supremacy which made Henry the



supreme leader of all the churches, the act of Succession was a way for Henry to consolidate his power and that is the main reason Cromwell made this change.

A final reason is to why Cromwell made changes to the government was so that the crown could have loyalty. This is why he ~~introduced~~ introduced the act of restraint appeals which meant that the king could make any changes to the laws and the oath act which would show who is and who isn't loyal to the crown and he also did it to give the king as much power as he possibly could and the power to make and change laws did this. That is another reason why Cromwell made changes to the government.

Examiner commentary

Level 4 - 11 marks

This answer is an example of an analytical explanation. Against AO2, this answer scores clearly in Level 4. The student has identified three clear reasons for Cromwell's changes - efficiency, the King's security and loyalty - selecting evidence to support this and analysing how these changes achieved Cromwell's aims.

The knowledge is detailed and wide-ranging, although there is some out-of-period content in the final paragraph which was not rewardable: the Act in Restraint of Appeals was passed outside of the timeframe of the question. This weakens the final point of content slightly, as the inclusion of this is at the cost of a relevant example - the student could have gone into more detail about the Oath of Supremacy, for example. AO1 is therefore scored low in Level 4. However, there is enough content here for the response to be awarded a mark in mid Level 4.



Question (Elizabethan England)

(b) Explain why treatment of the poor changed in the period 1558–88.

(12)

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

- government action
- poor relief

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

Student A (Elizabethan England)

One reason that treatment of the poor changed was due to the introduction of poor relief. This was a scheme that was set up by Elizabeth that meant that lower class / poorer people would ~~receive~~ receive money to help them to be able to live and support their families. This meant that poorer people were treated much better as they received support and help.

Another reason that ~~the~~ treatment of the poor changed was that the vagabond act was passed. This meant that people could be arrested and punishment for ~~the~~ being drunk and begging on the street. This meant that treatment of the poor was made ~~was~~ worse as they could now be punished. As a result, ~~the~~ beggars and vagabonds were ~~g~~ forced out of towns and cities.



One other reason that treatment of the poor changed was because of government action. An example of this was that due to taxes being increased for the rich, more money could be given to help the poor. As a result of this, poor people were treated better and had more money to live.

Examiner commentary

Level 2 - 5 marks

The student shows some knowledge and understanding of the period, though the breadth of knowledge is not wide enough for the top of the level, scoring in Level 2 for AO1. The student has attempted to extrapolate from the stimulus points but lacks the detailed subject knowledge to be able to correctly exemplify change.

There is limited analysis with implicit links to the conceptual focus of the question: the answer describes changes that occurred in the way the poor were treated, with very minimal consideration of why those changes occurred beyond stating that the changes were linked to a specific event or development. This places it in low Level 2 for AO2, resulting in a best-fit at the middle of Level 2.

Student B (Elizabethan England)

(b) Explain why treatment of the poor changed in the period 1558-88. (12)

undeserving deserving

You may use the following in your answer:

- government action - gave wool and stuff could make and sell most poor under 16
- poor relief charity - rich people vagabonds whipping maining

You must also use information of your own.

SPS illegal to not pay poor relief punishment by death people in charge £20 fines.

One reason the treatment of the poor changed between 1558-88 was government action. The government provided those who were poor with wool and other materials which allowed them to make product to sell at markets. This allowed many poor people to be helped and receive money in order to afford food and housing. The government also realised many people were poor due to bad harvests, an increase in population and enclosing lands. These were things ordinary people couldn't control and therefore the government had to take action. Which made them treat the poor better and provided them with the help they needed.

A second reason the treatment of the ^{poor} ~~poor~~ changed was due to a change in attitude. The

poor were divided into two sections - the undeserving and deserving poor. The deserving poor were those who were too old or sick to work. The undeserving poor were originally seen as lazy however people started to understand many of them couldn't find jobs or had jobs that were paying low wages. Majority of the poor were under 16. This influenced the wealthy people to donate money to charity and help those



who were poor. Despite the change in attitudes vagabonds were still seen as criminals and would be whipped and maimed. Overall the change in ~~beliefs~~ attitudes allowed for a better treatment of the poor as more poor people receive money from the wealthy and less were labelled as criminals.

A third reason why the treatment of the poor changed was due to the poor relief act, this meant that there was a small tax on those who could afford it that would be given to the ~~poor~~ poor. The Justice of Peace in local areas would collect the money for poor relief. If a person wouldn't pay the poor relief they were at risk of being sentenced to death. If the Justice of Peace

refused to collect the money they could face a fine of 420. This ~~stopp~~ prevented people from refusing to ~~part~~^{pay} the fine allowing lots of money to go to the poor. This meant there was a better treatment of the poor as they received help in order to pay for food and housing.

Examiner commentary

Level 4 - 11 marks

The student has selected accurate and wide-ranging information to address the question, providing examples of changes in the treatment of poor people in Elizabethan England. The response scores Level 4 for AO1 because these examples are used to back up an analytical explanation which is directed at the conceptual focus of the question. The second paragraph is the best example of this, as the student has identified a clear reason for the change and then selected content to exemplify the change that occurred as a result.

In the first and third paragraph, this is less strongly demonstrated as the student has opened with an example of change rather than a reason for change, e.g. 'One reason ... was government action'. Although the student goes on to give a reason for this change (an increase in poverty), this could be more coherently expressed, meaning that the response scores low in Level 4 for AO2. This creates a best-fit that is in mid Level 4.



Question 1(c)(i)/(ii)

These questions always offer a statement and ask candidates how far they agree with that statement. The stimulus points should be useful reminders of relevant aspects of the issue. 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. To achieve the highest mark in Level 2 and Level 3, and to achieve any mark in Level 4, there is a requirement for the response to address aspects of content beyond the stimulus points. In their answer, candidates should show that they have considered three aspects of content and used valid criteria in their evaluation of the statement. The best answers will demonstrate a consistent line of reasoning, showing how strong the evidence is.

Generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5-8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Question (Anglo-Saxons and Normans)

(c) (i) 'In the years 1066–67, the main way William established control over England was by rewarding loyalty.'

How far do you agree? Explain your answer.

(16)

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

- Anglo-Saxon earls
- castles

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

Student A (Anglo-Saxons and Normans)

I disagree with the statement. I think the main way William established control over England was by castles. Motte and Bailey castles were the popular style of castles in 1066-67. They were surrounded by palisade which ~~determined~~ kept the castle secure from intruders. The castle was also built on a motte which was a hill, also surrounded by a moat, to keep them even more secure. This shows control over England as these castles were secure, and had authority.

I agree with the statement. I think the main way William established control over England was by rewarding loyalty. This was done through the Anglo-Saxon earls. When they were loyal to him, and showed great signs of respect, he would reward them with land. This established control over England as William could build a strong army of earls as by them being loyal to him, they get gifts, which would make them want to stay loyal.



Examiner commentary

Level 2 – 7 marks

This response includes an explanation which gives some analysis with implicit links to the conceptual focus of the question. There is some development and organisation of the material, but the line of reasoning is not sustained and the answer is limited in scope. For example, in the first paragraph, this response references castles, and it understands that different key aspects of castles kept them 'secure', such as having a palisade and a moat, as well as being built on the high motte; this meant the castle 'had authority'. Although the points are a valid understanding of castle strength and security, the links to William establishing control are implied and the line of reasoning is not sustained.

The second paragraph talks about the Anglo-Saxon earls and how 'they were loyal to him [William]' and they showed 'great signs of respect' and because of that, William would 'reward them with land'. It goes on to mention how William could build up a 'strong army of Earls' and hints at their self-interest with the realisation that loyalty to William meant reward. Again, the idea of the Earls realising the benefits of being loyal to William is there, but the explanation of how that enabled William to establish control is limited. This response achieved mid Level 2 for AO2.

Accurate and relevant information is included on castles and the Anglo-Saxon Earls (both stimulus points), which shows some knowledge and understanding of the period. Although restricted in scope, the section on castles is well constructed and explained. Overall, the answer achieved top Level 2 for AO1.

The response does link back to the question at the end of each paragraph with 'This shows' and 'This established control' but the answer lacks a clear judgement. The first paragraph challenges the statement in the question and the second paragraph agrees with it; there's no attempt to weigh up the evidence and reach an overall judgement so this answer achieved low Level 2 for judgement.

Although a short answer, the qualities of the response shown match the Level 2 descriptor, and using the best-fit approach it achieves Level 2 – 7 marks. It cannot move above this mark as only two aspects of content are covered and it does not go beyond the stimulus points.



Student B (Anglo-Saxons and Normans)

On one hand I agree with the statement that in 1066-67 William established control of England was through rewarding loyalty. Men who had supported William's invasion of England were given Earldoms to reward their loyalty. William made Earldoms smaller so that he could reward all of his loyal followers. For the Pope's blessing and support of the invasion William sent him riches from the treasury at Wessex. This allowed William's followers to see that he was a fair and loyal ruler.

William also allowed for some Anglo-Saxon Earls such as Morcar and Edwin to keep Earldoms and control in England for the oaths of loyalty towards William. These Earldoms were drastically reduced in size so that Morcar and Edwin had less chance to revolt against William. William collected tax from his land (which was all the land in England because he only gave followers control of earldoms) to pay the hired mercenaries that had been used in the invasion of England. This tax was called a Geld tax and was set at high rates on the Anglo-Saxon people.

On the other hand I disagree that William established control of England through rewarding his followers. I believe William used strategic planning to establish control of England. Firstly, William rewarded his most loyal followers with Earldoms on the border of Wales. There were three Marcher Earldoms. These Earls were in control of these Earldoms had special privileges other Earls didn't. For example they could build castles without the King's permission and kept 1/3 of their tax to build defences from the Welsh. Welsh invasions had been a problem for Anglo-Saxon King in the past and William had reduced the risk using strategic planning. This helped him establish control of England.



Another way William established control of England was through the construction of motte and bailey castles. These castles provided protection for Normans in England from Anglo-Saxon attacks. These castles were also built 20 km ~~or~~ apart from each other all over the country so that the Normans had protection and could ~~launch~~ ^{launch} attacks in times of revolt. The castles also ~~emphasised~~ emphasised Norman control as many Anglo-Saxons could always see Norman castles. This disheartened Anglo-Saxons and reduced their risks of revolt because they ~~could~~ could see the control

that Normans had established. Anglo

In conclusion I partially agree with the statement because William did establish control over England through rewarding loyalty and giving Normans control of Anglo-Saxon people. However I also feel that the building of castles and the Marcher Earldoms were very important in controlling England because they were strategically planned to defend Normans and provide control over land.

Examiner commentary

Level 4 - 15 marks

This response gives an analytical explanation which is directed consistently at the conceptual focus of the question. It shows a line of reasoning that is coherent, sustained and logically focused, it therefore achieves Level 4 for AO2. For example, on the first page, this response delves into how William rewarded loyalty from different types of people, specifically referencing the men who supported his invasion and the Pope. It also references the Anglo-Saxon Earls Edwin and Morcar, but highlights that even though they were allowed to keep their land, their Earldoms 'were drastically reduced in size so that Morcar and Edwin had less chance of revolt against William'. Recognising that Edwin and Morcar kept their Earldoms but the size was reduced, implies the candidate is weighing up the significance of William rewarding loyalty as a way of establishing control over England.

The response goes on to reference William's 'strategic planning' on page two and it considers how the Marcher Earldoms and their increased privileges, helped William



establish control, as the Marcher Earls could '*build defences from the Welsh,*' therefore reducing long-term issues on the border. It also mentions the construction of motte-and-bailey castles and how they '*emphasised Norman control,*' as the Anglo-Saxons '*could always see Norman castles*' and '*this disheartened Anglo-Saxons and reduced their risk of revolt*'. The links to William establishing control are an explicit focus.

The information and knowledge included is accurate, relevant and precisely selected to address the question directly. The information is wide-ranging and shows understanding of the features and characteristics of the period. This response specifically mentions a wide range of factors relevant to the question, such as rewarding loyalty in terms of men who helped in the invasion itself and the Pope, as well as the Anglo-Saxon Earls themselves. It also references motte-and-bailey castles and the Marcher Earldoms as aspects of William's strategic planning, as well as using the Treasury riches in Wessex to pay off those who helped him and using a Geld Tax on the people once the crown had been won. The range and depth of knowledge used in this answer means it achieves Level 4 for AO1.

Criteria for the judgement are justified and applied throughout the answer and more specifically in the final paragraph on page three. The response weighs up the factors and explains that building castles and the Marcher Earldoms were very important because '*they were strategically planned to defend the Normans and provide control over the land.*' However, this answer does not make clear the student's final judgement on how far the statement is valid.

Various aspects of content are investigated in this answer, including the stimulus points but also going beyond them. Overall, using the best-fit approach this response achieved a mark in high Level 4.



Question (Richard and John)

(c) (i) 'The main consequence of the Third Crusade was the financial burden on England.'

How far do you agree? Explain your answer.

(16)

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

- ransom
- Richard's brother, John

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

Student A (Richard and John)

I partly agree that "the main consequence of the Third Crusade was the financial burden on England." Due to Richard's poor and selfish leadership, money was not spent responsibly and therefore left England with a financial burden.

I agree with the statement because after ^{Richard} ~~John~~ was captured, ransom money had to be paid to rescue him. This was unnecessary economic stress on England. The money used to pay the ransom, could have been used for more beneficial things for England.

*

~~Alternative~~

Alternatively, I believe the main consequence of the Third Crusade was the lack of belief in and support for those in power. Due to Richard's obnoxiousness during the Third Crusade, Jerusalem was unable to be captured, this left the citizens of England ~~feeling~~ feeling defeated and without faith in their leader.

In conclusion, I partly agree that "the main consequence of the Third Crusade was the financial burden on England." because although money was an issue, general moral of the country was at an all time low.



*As well as this, during the Third Crusade, Richard felt the need to purchase unnecessary amounts of artillery which left England in a state of economic chaos.

Examiner commentary

Level 2 - 6 marks

This response includes an explanation which gives some analysis, with implicit links to the conceptual focus of the question. There is some development and organisation of the material, but the line of reasoning is not sustained, and the answer is limited in scope. For example, in the first couple of paragraphs, this response references the ransom paid to release Richard and the excessive amount of money paid to '*purchase unnecessary amounts of artillery which left England in a state of economic chaos*'. It also goes on to highlight how that money could have been used for '*more beneficial things*' for England. Although the points are a valid and show some understanding of the economic consequence of the Third Crusade, the impact on England is not fully explained and is not sustained.

The third paragraph talks about the morale of England and how support for Richard was reduced as '*Jerusalem was unable to be captured,*' which left the English '*feeling defeated and without faith in their leader*'. Again, the idea of consequences of the Third Crusade is there, but the explanation of how they really impacted England and Richard are limited. This response achieved mid Level 2 for AO2.

Accurate and relevant information is included on the economic burden (ransom and general cost of war) and loss of Jerusalem, which shows some knowledge and understanding of the period, although some areas are rather vague and limited in detail, for example Richard's '*obnoxiousness*'. Overall, it achieved mid Level 2 for AO1.

Judgement is given throughout the answer, for example the response does link back to the question, stating '*I agree*' and '*I partly/partially agree*', but the justification is only weakly asserted, so this answer achieved Level 2 for judgement.

The answer goes beyond the stimulus points and considers the general cost of war and the loss of Jerusalem, meaning that there are more than two aspects of content included. However, the qualities of the response mean that using the 'best fit' approach it achieves a mark in the middle of Level 2.

Student B (Richard and John)

I agree to a great extent that the main consequence of the Third crusade was the financial burden on England due to the tremendous amount of money needed for Richard's ransom and it's toll of England however it can be argued there were other, just as important, consequences of the Third crusade both positive and negative.

The financial burden on England after the Third crusade was a vital consequence. This was due to numerous reasons. One example is the expense of funding the crusade. In order to support the crusade, Richard needed to raise a lot of money. This was achieved through taxes such as scutage and tallage and other royal revenues. Although this greatly increased the chance of success on the crusade it took a toll on those in England who could not afford the ~~taxes~~ increases in taxes. Therefore this shows a part of the financial burden ~~is~~ forced upon England after the Third crusade. Another example ~~is~~ that led to the financial burden was Richard's ransom. After leaving Jerusalem, Richard

was captured by the Duke Leopald of Austria. Leopald then sold him to the ~~King~~ Royal Emperor, Henry. Leopald, Henry and king Philip of France agreed on Richard's ransom at 100,000 marks. Due to this huge price, Prince John, who was currently acting as regent, needed to raise an immense amount of money, and fast. He achieved this by enforcing high taxes. ~~He~~ He also increased the tallage which greatly benefitted, partly because Jews also had to pay. Due to this great

expense in order to free Richard, England was covered with a great financial burden which continued to effect the strength of England long after the Third Crusade.

However, it could be argued that a more important consequence of the Third Crusade was the success ~~at~~ at Jerusalem where Christians now had a safe and free passage to the city. At the ~~battle~~ battle of Jaffa there was a truce made between Saladin and Richard where the Muslims would keep control of the city but Christians could travel freely for religious journeys. This was a strong positive outcome of the Third Crusade however I would argue that because Richard did not win control of Jerusalem, the Crusade was not

entirely successful and therefore was actually not such a strong consequence of the Third Crusade. Although it did allow important religious journeys to take place it does not compare the great expenses and financial struggles in England due to the not so successful Crusade.

It could also be argued that a main consequence of Richard going on Crusade was a loss of land in Normandy. Normandy was a very important area of France; it was economically rich and it held a good strategical position. Whilst Richard was on Crusade John became allies with King Philip of France. This led to Philip gaining a lot of land from Normandy. As well as this, rich noble French barons would stop supporting England and instead support Philip. This greatly weakened England's position and left them open to possible invasions. ~~Richard's~~ This was an important consequence of the Third Crusade as it



weakened England however I would argue it is not the main consequence as losing Normandy increased the financial burden on England and I would argue that when Richard returned to England in 1194 he gained a lot of the land

Normandy and the rest allies back therefore I do not believe this was the main consequence.

Overall, I greatly agree that the main consequence of the Third Crusade was the financial burden on England as the other factors link to this and increase it as well as the other factors being resolved by John on his return to England after the Third Crusade.

Examiner commentary

Level 4 - 15 marks

This response gives an analytical explanation which is directed consistently at the conceptual focus of the question. It shows a line of reasoning that is coherent, sustained and logically focused, it therefore achieves Level 4 for AO2. For example, on the first page, this response delves into the financial burden that the Third Crusade left upon England referencing the increases in scutage and tallage, in order to simply fund the campaign. It goes on to explore the ransom itself (100,000 pounds) and details Richard's capture by Leopold of Austria and Phillip of France. The response links back to the question and the consequences of the Third Crusade through the fact that England had to endure high taxes and that the financial impact of such '*continued to affect the strength of England long after the Third Crusade.*' There is a clear sense of evaluation brought into the answer when it references the more positive consequence of securing Christian rights of travel to Jerusalem, which is explained as a success, although perhaps not a total success as '*although it allowed religious journeys to take place it does not compare the great expense and financial struggles in England.*'

The final point made by this response is about loss of land in Normandy and how, with Richard absent in Jerusalem, '*John became allies with King Phillip of France*' and how this led to Phillip gaining lands in Normandy which is an important consequence as it '*greatly weakened England's position and left them open to possible invasions.*' The response goes on to highlight how this latter point was not such an important consequence, as Richard regained a lot of the Normandy lands upon his return from the Third Crusade. The links to the question and explicitly focuses on the consequences of the Third Crusade, introducing an element of evaluation.



The information and knowledge included is accurate, relevant and precisely selected to address the question directly. The information is wide-ranging and shows understanding of the features and characteristics of the period. This response specifically mentions a wide range of factors relevant to the question such as the taxes involved in financing the Third Crusade and the ransom itself. It also references wider consequences of the Third Crusade such as the loss of Jerusalem and issues with lands in Normandy. The range and depth of knowledge used in this answer means it achieves Level 4 for AO1.

Criteria for the judgement are justified and applied throughout the answer, although less specifically so in the final paragraph on page four. The response weighs up the factors throughout the answer and explains that although there were issues with Normandy, they were resolved and although access to Jerusalem could be seen as a success, its ultimate loss made the financial burden of the Third Crusade so much harder to bear. This response focuses on how the financial burden was the biggest consequence and it mainly does that by weighing issues up throughout the answer. The final paragraph is somewhat limited in scope stating that other factors '*link to*' the financial burden, but it does not fully explain how, and it mentions other factors were '*resolved*' by John on his return to England (clearly 'John' is a mistake and this should be Richard, but this has not been penalised). The final paragraph sums up the argument and explains the judgement, but the criteria being used could be more explicit, for example, explaining that the most important criterion was the length of time the consequences lasted.

Various aspects of content are investigated in this answer: it includes the stimulus points and goes beyond them. Overall, using the best-fit approach this response achieved mark in high Level 4.



Question (Henry VIII)

(c) (i) 'The main reason why Wolsey fell from power in 1529 was opposition from the nobility.'

How far do you agree? Explain your answer.

(16)

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

- the Boleyn family
- Catherine of Aragon

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

Student A (Henry VIII)

I agree that the nobility were the ^{main} ~~other~~ part of why Wolsey fell from grace in 1529. [?]

The ~~first~~ first reason and the main reason is the Boleyns because The Boleyns had ^{held} Great power in England and wanted to have more. Anne Boleyn was the reason why Henry broke from ~~the~~ Rome and caused England to become protestant. When Henry and Anne had ~~not~~ Wolsey and Anne were putting ^{different} ~~the~~ ideas in Henry's mind because they wanted ~~opposite~~ different things for Henry to do ~~the~~ So as Anne Boleyn wanted to marry Henry ~~but~~ However Wolsey ~~didn't~~ had opposite plans for Henry which was the main reason for ~~the~~ him being accused of treason.

Catherine of Aragon ~~the~~ Catherine of Aragon was the first wife of Henry and she was a big factor as Wolsey's fall from power in 1529 because she didn't want the Annulment because she still loved Henry. ~~but she wanted~~ However Henry wanted it done and to marry Anne Boleyn and called on Wolsey to do it and with permission from the pope ~~but~~ So the papal legate was sent from Rome and gave judgement from the Pope after the trial that happened.



~~in conclusion~~ in conclusion the final reason
why Wolsey fell from power was because
Henry was very agitated and wanted it done
and when Wolsey couldn't get the Annulment
he was charged with treason.

in conclusion the ^{Boyer's family} ~~ability~~ was the biggest reason
why Wolsey fell from power in 1529.

Examiner commentary

Level 2 - 7 marks

The student has provided some relevant information on the topic, based on the stimulus points provided, although there are some inaccuracies (the judgement came directly from the Pope, not via his legate, for example, as the Blackfriars court was adjourned and Cardinal Campeggio returned to Rome). The response is also a little vague in places, such as in the final paragraph, where the student refers to Henry becoming very agitated but is not specific about why. This places the response in Level 2 for AO1.

There is a limited focus on the question as the student has attempted to link the points of content back to the question but lacks the explicit analysis of how the events described led to Wolsey's downfall, placing this in Level 2 for the AO2 analysis strand. The student has stated their judgement at the start and end of the answer, though there is no justification accompanying this judgement, placing this in Level 1 for the AO2 judgement strand. Therefore, the best fit for this response was the middle of Level 2.



Student B (Henry VIII)

I strongly disagree with the statement that the main reason that ~~the~~ Wolsey fell from power in 1529 was opposition from the nobility as I believe factors such as his failure to gain an annulment for Henry and Catherine and his hidden wealth were more important, although you could argue the Boleyn family did have a major factor.

I believe that Wolsey's failure to gain Henry an annulment with Catherine of Aragon was the main reason why Wolsey fell from power because it forced Henry to lose trust and faith in Wolsey's abilities as his Chief Minister. Henry was growing increasingly frustrated at his lack of an annulment therefore led to Wolsey's decline from power in 1529. Henry had fallen in love with Anne Boleyn who was one of Catherine of Aragon's lady in waiting and wanted to marry her as she promised Henry that she would provide him with what he so desperately wanted which was a male heir to the throne. Catherine could not provide him with one ~~heir~~ and

Henry even thought he was cursed by marrying his brother's widow therefore was desperate to divorce Catherine of Aragon. This was a main factor as Wolsey's extreme failure to provide Henry with what he craved made Henry ^{to} doubt Wolsey's abilities and they led to his fall from power in 1529.



However one could argue that they agree with the statement that the main reason why Wolsey fell from power was opposition was ~~the~~ as the Boleyn faction, a powerful noble family actively strove to see the removal of Wolsey. The Boleyn faction included people such as the Duke of Norfolk and also an Anne Boleyn who Henry was deeply in love with. One could argue that Anne Boleyn manipulated Henry with this by ~~of~~ forcing Henry into choosing between his new found love of Wolsey. This could be argued as a major factor as ~~from~~ this ultimatum forced Henry to side with Anne and remove Wolsey.

Saying this I believe other factors such as Wolsey's hidden wealth were a factor

as to why Wolsey fell from power as it caused the relationship between Henry and Wolsey to deteriorate. Wolsey was renowned to have even more wealth than the King himself and this ~~was viewed as~~ and other acts were viewed as treason therefore led to his sentencing and his trial for treason however Wolsey did not actually notice it to his execution as he was found dead before that it. In addition factors such as Wolsey's proposal to breach the relationship he held with the Pope and the Catholic church was a major factor as to his fall from power as it meant that to gain an annulment without crossing Catholicism was ~~also~~ impossible.



In my conclusion, I believe that Wolsey's failure to gain an annulment for Henry and his 'treason' were the main reasons he fell from power as it led to his demise however you could argue that opposition from nobility such as Mr Boleyn's father was also a contributor to Wolsey's fall from power.

Examiner commentary

Level 4 - 14 marks

The response opens with a clear judgement that weighs up the factors to be discussed. The content selected by the student is wide-ranging, precise and mainly accurate, scoring low in Level 4 against AO1. It has mostly been carefully selected to support the analytical explanation, although on occasion it could be improved if the content selected was more relevant to the question, for example, in the second paragraph there is a lot of detail about why Henry wanted the annulment, and this is not linked carefully enough to the analytical focus of the question.

The line of reasoning is sustained throughout, and the judgement in the conclusion is justified using criteria, by saying that the failure to get the annulment led to a breakdown in trust between Henry and Wolsey and then referring back to this in the conclusion, expressing that the annulment was the long-term cause of his demise. This places the response in Level 4 against both AO2 strands. The best-fit for the answer overall is therefore in the middle of Level 4.

Question (Elizabethan England)

(c) (i) 'The problem of Elizabeth's legitimacy was the main problem she faced when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

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

- Anne Boleyn
- royal finances

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

Student A (Elizabethan England)

One of the biggest problems Elizabeth faced when she began her reign was legitimacy, her legitimacy was questioned because Henry^{8th} and her mother had divorced which meant that the church of England did not see Mary as the 'official' ruler of England, eventually the clergy renounced Elizabeth as a outlaw which meant people could kill her without being recognised as a murderer. The legitimacy problem was very important because many people believed Elizabeth was not the rightful ruler and Mary, queen of Scotland, had a rightful claim to the English throne.

I also ~~do not~~ think that legitimacy was not Elizabeth's biggest problem because no matter what people's personal opinions were she was still the queen of England and had power over the army and anyone else she wanted to.

Another huge problem for her was gender, many people had gotten use to Henry^{8th} ruling over England so when a woman became powerful people became skeptical. Even though Elizabeth was intelligent and could speak multiple languages, people still remained unsure of her due to her gender. I also think gender may not have been the biggest issue for Elizabeth because whether or not she was man, woman or even ape she still had the backing of the whole English army which made her rather powerful.

I also think royal finances were a huge problem for Elizabeth as the previous ruler had left her in debts and with next to no actual money. This meant that Elizabeth could not make deals with countries using money and it also meant the English struggled to build more and expand. Elizabeth then made a policy where her royal friends/rich friends had to pay a sum to the crown every month to be presented as patriotic which of course they wanted to be seen as therefore this helped Elizabeth a lot and she managed to get over this obstacle through taxing the rich and stealing money from other ships.

Overall I think the most important challenge for Elizabeth was royal finances because it meant she had to wait for funds until she could rule the country properly which would have angered the public. However = feel you could also argue legitimacy was ^{equally} a big problem for Elizabeth had to fight hard to be recognised as the ruler of England.

Examiner commentary

Level 2 - 6 marks

The student has provided some relevant information on the topic and goes beyond the stimulus points provided, discussing Elizabeth's legitimacy, gender and financial challenges, although there are some inaccuracies and the response is a little vague in places. For example, in the first paragraph there seems to be a reference to the papal bull, issued in 1570, but this is too vague to credit. The AO1 score is therefore low in Level 2.

The answer is also weaker in Level 2 for the first AO2 strand as the analysis is very limited: where the student has developed analysis from the content, this is often inaccurate or based on reasoning rather than evidence. There is a judgement in the conclusion, but the justification is not secure: Elizabeth did not have to wait for funds before she could rule the country properly, for example. The AO2 judgement strand therefore scores Level 2. This creates a best fit that is in mid Level 2.

Student B (Elizabethan England)

'The problem of Elizabeth's legitimacy was the main problem she faced when she became Queen in 1558' I personally do agree with this statement however agree that it was Religion that was a larger problem. Overall, I believe there was three main problems, Religion, Legitimacy and threats of country or people.

To begin I do agree that Elizabeth's legitimacy was a problem however not as big as a problem as her Religion. As Queen Elizabeth entered the throne in 1558 instantly she was questioned on her legitimacy as her father Henry VIII and her mother Anne Boleyn were married after ~~a~~ her father's first divorce, to a Catholic especially the Pope divorce was not aloud meaning Elizabeth is illegitimate to all Catholics. Her illegitimacy then further provoked the Pope to consider Mary Queen of Scots as ~~a~~ legitimate ~~consideration~~ consideration to the throne. This is why I believe that legitimacy was an issue for Elizabeth however, not as important as the religious issue.

Another reason why she was seen as illegitimate, was her gender. Being a woman during that time (1550's) meant you were considered weaker and needed the strength of a man. Elizabeth's refusal to marry ~~any~~ ^{neither} England man nor foreign man meant she didn't bare child, so she wouldn't pass on ~~any~~ ^{royal blood}. Many people then considered her as unworthy of being queen and illegitimate. The final reason as to why legitimacy may be the main reason for Elizabeth's issues during 1558 was the controversy on Elizabeth's conceived date, many people believe Elizabeth was born out of wedlock making her a "bastard". The fact her mother was

beheaded due to unfaithful reasonings also proved the people point further. However, I don't believe it was her main problem as it didn't bring personal affects, the people didn't cause violence due to their belief of illegitimacy.

Therefore I believe religion was Elizabeth's greatest problem during 1558 when she became queen as she showed immediate response and the ongoing problem continued. By issuing the religious settlement in 1559 it shows the urgency that she found religion an issue. The fact that ~~religion~~ England's religion has been changed constantly

due to whoever was in reign, angered the people. As Elizabeth was a Protestant it instantly faced as an issue, more than half her country was Catholic such as her bishops, priests and members of government. I believe this is Elizabeth's initial greatest problem as it is wide scale and affects many people. As well as the religious threats from Spain and France who are Catholic, Spain being at that time much larger and wealthier than most countries especially England, meaning they could attack whenever due to their disagreement in religion. Finally I believe religion was Elizabeth's main problem in 1558 as it continued till the end of her reign each plot was due to religion the rebellions surrounding the controversy as the religious settlement. Therefore I can only agree with the statement partially as I believe religion was a bigger problem than legitimacy.

However, there was another problem Elizabeth faced in 1558 which was the ~~to~~ foreign country threat. Spain and France were larger, more wealthier and more in control of their people. The foreign countries posed a threat as they disagreed with Elizabeth's religion and could attack at any point. Whereas Elizabeth was automatically



£300,000 in Royal debt but still spent £100,000 on ammunition. This is why I believed Legitimacy was a larger threat than foreign country threat in 1558 but Religion was a bigger problem than Legitimacy. In 1558 no physical threat came from her illegitimacy or foreign countries. Whereas in Elizabeth's starting years rebellions did instantly come from Religion.

Therefore overall, I believe Religion was the biggest problem in 1558 however I do still agree that legitimacy was an issue for Elizabeth in 1558.

Examiner commentary

Level 4 - 15 marks

The response opens with a judgement that weighs up the problems to be discussed. The content selected by the student is wide-ranging and mainly precise. It has been carefully selected to support the analytical explanation, scoring in Level 4 for AO1.

There is a clear and largely sustained line of reasoning, with judgements justified by criteria made throughout and leading to a clear conclusion, which makes this response Level 4 for the judgement strand of AO2. On occasion, the analysis does lose some focus, placing this low in Level 4 against the first strand of AO2: for example, in the penultimate paragraph about the foreign threat, where the problem is identified and a judgement is then made that this was not a significant threat, yet it is not clear why this was concluded. A more successful approach might have been to avoid writing about the foreign threat altogether, as the rest of the content is wide-ranging enough for the top mark and the student is clearly less confident on this matter – they do not, for example, identify that England and France were at war in 1558. Overall, this response fits best in high Level 4.