

**GCSE History**  
**Autumn term 2019 network events**

**Delegate booklet**

**Pearson Edexcel GCSE History:**  
**network event**

## Paper 2 – Period Study marked exemplars

### P3 American West

Explain two consequences...

Question		
1		<p>Explain two consequences of the Fort Laramie Treaty (1868).</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.  <b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Simple or generalised comment is offered about a consequence. [AO2]</li> <li>Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>Features of the period are analysed to explain a consequence. [AO2]</li> <li>Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>The Great Sioux Reservation was created in Dakota, including the Black Hills, for exclusive use of the Sioux nation.</li> <li>Sitting Bull and Crazy Horse refused to agree with the Treaty and live within the reservation, thus sowing the seeds for future conflict.</li> <li>There was resentment from White people as they were not allowed to settle or prospect in the reservation area despite the Black Hills being rich in gold.</li> <li>The Treaty provided the opportunity for the US government to split the Indian tribes and put them into small reservations to prevent future co-operation between the different tribes.</li> </ul>		

## Explain two consequences... Response 1

### 1 Explain **two** consequences of the Fort Laramie Treaty (1868).

#### Consequence 1

One consequence of the Fort Laramie Treaty was that the Chisholm trail closed, meaning white settlers could no longer reach the Gold discovered ~~which further increased tensions between the whites and Indians in the Black Hills which further increased tensions between whites and Indians~~, as Gold was a huge draw pull factor in whites settling in the ~~west~~ west.

#### Consequence 2

Another consequence is that the tribe was split up in a new reservation. Although they agreed to this, it ~~was~~ drastically weakened their power and the chiefs influence on their tribe. This meant they were susceptible to even more damage to their way of life and culture, and were less likely to win major battles, ~~so~~ therefore making the whites and the government even stronger.

## Explain two consequences... Response 2

### 1 Explain **two** consequences of the Fort Laramie Treaty (1868).

#### Consequence 1

The army moved out of Red Cloud's reservation and no more forts were built. As both Red Cloud's band and the Army stuck to their sides of the agreement, relations between his particular band and the government improved immensely as Red Cloud's band lived more peacefully on the reservation without violence.

#### Consequence 2

The Great Sioux Reservation was created. This was a large reservation where the Sioux were eventually confined to. It eventually caused more resentment among the Plains Indians as the government began to shrink its size, and reduce hunting ground sizes, which enabled the government to have more control over the Indians as, due to this treaty, they could no longer be nomadic, which destroyed their way of life as they became more dependent upon the government for resources.

## Narrative Account

Question		
2		<p>Write a narrative account analysing the key events of the Mormon migration in the years 1846–47.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>attitudes towards Mormons</li> <li>Great Salt Lake</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks.  <b>AO1:</b> 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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

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

### Indicative content guidance

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

Relevant points may include:

- Anti-Mormon hostility, which included mob attacks, led Brigham Young to leave the United States.
- To find a new settlement, a group of Mormons left Illinois for Omaha (February 1846), setting up rest camps along the Missouri River for groups to follow.
- After congregating in Omaha an advance party of about 150 set off (April 1847) for the Great Salt Lake along a route north of the Oregon Trail to avoid conflict with other settlers.
- Following the route set out by the advance party, a larger group set off with a clear path along the route.
- The main party arrived at the Great Salt Lake (August 1847), having followed the Mormon Trail laid by the advance party.
- The Mormon Trail would now allow thousands of Mormons in organised wagon trains to migrate to an established settlement at the Great Salt Lake.

## Narrative Account – Response 1

- 2 Write a narrative account analysing the key events of the Mormon migration in the years 1846–47.

You may use the following in your answer:

- attitudes towards Mormons → Illinois, advance party
- Great Salt Lake

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

In 1846, Brigham Young (who was the current leader of the Mormons) ~~was~~ told the Mormons they would have to move away from Illinois due to the negative attitudes surrounding them. He said God had influenced his decision and so preparations began for the 2250 km journey. Brigham Young made sure every person had a specific role so that everyone was occupied, taught them to form a circle with their wagons for safety and made sure they had enough food to last a year.

In addition, Young also organised an advance party once they reached the trail the Donner Party had taken in 1846. This party mainly included young, fit men with a variety of skills that would be useful in preparing the route for the rest of the Mormons. They marked the route with water sources and good grass for the cattle, ~~and also~~ planted crops and made sure the route was passable for wagons. Once the route had ended the rest of the Mormons began the second stage of their journey.

Finally, once they ~~reached~~ reached the Great Salt Lake they

had to work hard in ensuring the area could be lived in. They built irrigation systems to ensure the land had enough water due to the salty surroundings and began to farm it. The land, water, crops etc. belonged to the Church and were handed out equally meaning everyone worked for the success of their city rather than just themselves. Hard work meant they quickly built towns suitable to survive safely in so more ~~Normans~~ Mormons could also make the journey.

## Narrative Account – Response 2

- 2 Write a narrative account analysing the key events of the Mormon migration in the years 1846–47.

You may use the following in your answer:

- attitudes towards Mormons
- Great Salt Lake

Joseph Smith

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

Joseph Smith founded the Christian church of later day saints - Mormons. The mormons had different views than others these included the act of polygamy and the belief that the mormons were the chosen ones and jesus was in fact born in the US. This angered the governments so states made it illegal to practice acts such as polygamy. Eventually Joseph Smith was executed and someone new took over to lead the mormons - Brigham young. Young migrated the mormons to salt lake where they could set up their own state with their own laws. He set up winter quarters along the trail so that in the winter as they were migrating they wouldn't freeze. He sent groups at a time with specific skills to help them with their migration. Once they arrived at salt lake they set up specific resources to help them get things like clean water ect to help them on their survival.



## Significance

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of changes in ranching for the cowboys' way of life.</li> <li>• The importance of the Exoduster movement (1879) for the growth of settlement.</li> <li>• The importance of the extermination of the buffalo for the Plains Indians' way of life.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks.  <b>AO1:</b> 8 marks.  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>

### The importance of changes in ranching for the cowboys' way of life

Relevant points may include:

- The use of barbed wire to fence ranches meant fewer cowboys were needed, which led to a decline in the traditional way of life for cowboys.
- The end of the open range meant the work of the cowboys, which required them to 'ride the line', became more mundane and predictable.
- The establishment of fenced ranches meant lives for the cowboys became more comfortable with bunkhouses instead of sleeping in the open.
- Living on ranches meant cowboys had to live according to strict rules of the ranch, which could include no drinking or gambling.

**The importance of the Exoduster movement (1879) for the growth of settlement**

Relevant points may include:

- The Exoduster movement led to an increase in black settlement, including the all-black settlement of Nicodemus, founded in Kansas.
- The advertisement by individuals, e.g. Benjamin Singleton, of the benefits of a new life in the West for African Americans, saw a growth in settlement.
- The Exoduster movement saw former slaves escaping ex-slave states and wanting to settle in the 'free state' of Kansas in order to gain personal security, economic stability and a life of freedom.
- The first general migration of African Americans after the Civil War came about due to a rumour in 1879 that the government of Kansas would provide free land.

**The importance of the extermination of the buffalo for the Plains Indians' way of life**

Relevant points may include:

- Plains Indians' nomadic life relied on the buffalo for survival and they had no choice but to move onto reservations to survive via farming when the buffalo were nearly wiped out.
- The extermination of the buffalo allowed the US government to keep the Plains Indians within the reservations, as the right to leave the reservations was dependent upon having buffalo to hunt.
- Without the opportunity to hunt, the traditional role of the warrior was not possible and led to the demoralisation of the Plains Indians.
- The Plains Indians became dependent upon US government handouts which could be used as a method of controlling any resistance.

## Significance – Response 1

The Exoduster movement in 1879 was very important for settlement. After the Civil War ended in 1865, ~~at~~ the North had won and slavery in the south had been legally abolished resulting in many freed black slaves. As many slaves moved North they impacted jobs and living areas, towns were much more diverse. The economy grew as well as there were more workers ~~that~~ doing jobs mainly on farms.

Another way the ~~Exoduster~~ Exoduster movement was important on settlement was their migration. In around 1879 there had been a ~~to~~ rumour that Kansas was the best place to move as there was plenty land and little racism.

There was a mass migration North to Kansas and by 1879 there had been over 4,000 slaves that had newly moved to the North. The majority of them stuck around Kansas as well which largely increased Northern settlement.

## Significance – Response 2

- ☒ The importance of changes in ranching for the cowboys' way of life.
- ☒ The importance of the Exoduster movement (1879) for the growth of settlement.
- ☒ The importance of the extermination of the buffalo for the Plains Indians' way of life.

-decrease in ~~low~~ crime in cow towns  
↓  
needed more often

The changes in ranching was important for the cowboy's way of life because it changed the ~~the~~ way cowboys worked. During the open ranches, cowboys rounded up cattle and drove them to cow towns. It also meant that cowboys didn't work as often ~~beca~~. However, after the winter of 1886-87, ranchers changed to closed ranches. This was important for the cowboy's way of life because it meant their job changed. Their jobs changed ~~because~~ because of the closed ranges. This meant the cowboys were expected to ~~to~~ repair the fences that the cattle were fenced into. It also meant they had to feed and water the cattle because the closed range meant that the cattle were ~~at~~ not independent on getting their own food and water. This ~~was~~ ~~importa~~ the changes in ranching

were important for the cowboy's way of life because the closed range changed how the ~~say~~ cowboys' worked.

Another reason why changes in ranching were important to cowboy's way of life was because it ~~stopped them committing~~ ~~time in cow town~~ decreased how much they gambled and drink in cow towns. The closed ranches meant that cowboys were needed everyday to feed the cattle and repair ~~te~~ things such as fences. This changed their way of life because ~~before the cattle~~ when the cattle roamed in open ranches, the cowboy's were only needed for the long drive and to round up cattle often. This meant they had more time to gamble and drink in the cow towns which led to them getting into gun fights and committing other crimes. This meant the changes in ranching changed the cowboy's way of life ~~because~~ ~~because~~ they ~~didn't~~ didn't drink and gamble or commit as much crime, which made them more trustworthy and reliable to ranchers.

### Significance – Response 3

☒ The importance of changes in ranching for the cowboys' way of life.

☒ The importance of the Exoduster movement (1879) for the growth of settlement.

☒ The importance of the extermination of the buffalo for the Plains Indians' way of life.

relied on  
US govern-  
ment  
had to live  
like white  
Americans

The extermination of the buffalo was important for the Plains Indians' way of life because it meant the Plains Indians had to live like white Americans. The US government aimed to get the Plains Indians to live like the white Americans because of manifest destiny. The extermination of the buffalo meant that the Plains Indians couldn't live their traditional way of life which was living in tipis which was made from buffalo fur, and hunting buffalo. This meant that the extermination of the buffalo was important for the Plains Indians way of life because it meant they could no longer live in tipis and hunt buffalo which was a traditional way of life. It also meant the extermination of the buffalo was important for the Plains Indians way of life because they had to learn to hunt without buffalo and

live like the white Americans on the Great Plains to farm and grow crops.

The extermination of the buffalo was important for the Plains Indians way of life because it meant that the Plains Indians had to rely on the US Government for resources such as food. This is because the Plains Indians only hunted buffalo to survive. ~~the extermination~~ This meant the extermination of the buffalo was important ~~because the~~ for the Plains Indians way of life because it ~~led~~ led to more conflict between the US government and the Plains Indians as they were angry that their traditional way of life has gone. This led ~~to the Wounded Knee Massacre~~ to the US government making "assimilate or die". This meant that by killing all the buffalo the Plains Indians had to live like the white Americans or they would die.



## Paper 2 – Period Study marked exemplars

### P4 Superpower relations

Explain two consequences...

Question		
<b>1</b>		<p>Explain <b>two</b> consequences of the Cuban Revolution.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].AO2: 4 marks.</p> <p><b>AO1:</b> 4 marks.</p> <p><b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>Simple or generalised comment is offered about a consequence. [AO2]</li> <li>Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>Features of the period are analysed to explain a consequence. [AO2]</li> <li>Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>It led to many Cubans fleeing to the USA and campaigning for the US government to overthrow Castro.</li> <li>Castro took over US businesses and property and in retaliation the USA stopped imports of Cuban sugar.</li> <li>Castro asked the USSR for help and Khrushchev responded with economic aid, military equipment and technical advisors to Cuba.</li> <li>The USA's concerns at Soviet support for Cuba led to the Bay of Pigs incident in an attempt to remove Castro from power.</li> </ul>		



## Explain two consequences... Response 1

### Consequence 1

One consequence of the Cuban revolution was that it had ~~the~~ significantly increased tensions with America. This because the revolution was a communist one that declared ~~all things~~ everything - property, ~~lands~~ <sup>wealth</sup>, business and industry - ~~not~~ belonged to the government to be equally distributed to all of society. As such, this had meant that American businesses and landowners, whom had invested heavily into Cuba - was expelled. - This subsequently, without a doubt angered many Americans and subsequently increased tensions with ~~the country~~ between the two nations.

### Consequence 2

Another consequence of the Cuban revolution was that trade with the Soviet Union had dramatically increased, ~~this is due to~~ between Cuba and the Soviet Union. This is due to the fact that, Cominform and Comecon had prevented ~~trade and agreements~~ communist countries from building trade relations with non-communist nations. However, due to Fidel Castro's successful ~~the~~ communist revolution, Khrushchev had no qualms ~~and~~ protests against the new communist states. As a result, the Soviet Union had become trading partners with Cuba, promising to ~~buy~~ buy all Cuban sugar and also secretly, shipping nuclear weaponry to the south American nation.

(Total for Question 1 = 8 marks)

## Narrative Account

	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3). Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

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

### Indicative content guidance

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

Relevant points may include:

- A new government under Nagy began to make plans for changes in Hungary, such as holding free elections and for Hungary to become a neutral state by leaving the Warsaw Pact.
- Workers and students were determined to support Nagy's reforms and tried to occupy Radio Budapest to broadcast their demands but were fired on by police and state security services (AVO).
- Violence spread all over Hungary with the release of political prisoners, the killing of members of the AVO and the destruction of symbols of Soviet authority, e.g. statues of Stalin.
- Khrushchev was not willing for Hungary to leave the Warsaw Pact and sent Soviet troops and tanks into Budapest to crush the uprising.
- Soviet military intervention led to thousands of Hungarian civilians and Soviet soldiers being killed as well as many Hungarians fleeing to Austria.
- To maintain Soviet control anti-Communist activists were arrested and Khrushchev ensured that Hungary's new leader, Kádár, was firmly committed to Hungary remaining within the Warsaw Pact.

## Narrative Account – Response 1

Kruschev appointed Imre Nagy as the president of Hungary<sup>in 1956</sup>. Nagy was a more liberal president of whom believed in more personal freedoms than the last leader of Hungary, and as a result of this he ended one party rule in Hungary. Kruschev agreed to overlook this if he managed to control the protests in Hungary, although Kruschev was not too happy about the situation. Nagy however did not conform to this and announced his want to leave the Warsaw pact – resulting in ~~causing~~ Kruschev being extremely angry.

After Imre Nagy announced his one-party rule, anti-communist revolts ~~starting~~ started to emerge in a period of 'destalinisation'. During this period ~~fewer~~ protests were common and a statue of Stalin was knocked down by the public, the public were doing this because they wanted to be freed from the harsh dictatorship of being ~~in the~~ a Soviet satellite state.

After both 'destalinisation' and Nagy announcing his want to leave the Warsaw pact, set up in 1955, Khrushchev decided to take action with a Soviet invasion in Hungary. 200,000 Soviet troops were sent into Hungary to fight resulting in 5,000 Hungarians killed and 1,000 Soviet troops killed. Nagy was ~~executed and~~ ~~executed and~~ executed and his team deported, and Khrushchev used this win as a symbol of what would happen if other Soviet satellite states wanted to leave the Warsaw pact. After the Soviet invasion also it put Khrushchev in a stronger position than the USA as after the USA's funding to help Hungary they were defeated causing Kennedy to appear weaker.

## Narrative Account – Response 2

During 1956, the Soviet Union were facing difficulty in managing the Warsaw pact/~~satelette~~ satellite states. Eventually, some countries like Hungary started starving to death due to the limited supplies and food that the Soviet Union had provided. This saw a large amount of people setting up a revolt and this led to the Hungarian Uprising of 1956. Chaos and massacre spread everywhere as people ripped down Stalin's head from a statue, emphasising their hate towards the deceased tyrant. It was also a message for the Soviet Union as they had to keep the Eastern bloc countries alive and well. This was important for the USSR as if this event ~~happened~~ repeated itself in other areas, the world would surely witness the collapse of the Soviet Union.

## Significance

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>

### The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union.

Relevant points may include:

- A change in US leadership, with Truman replacing Roosevelt, increased tension between the USA and the Soviet Union; Stalin's distrust increased in response to Truman's more hard-line approach.
- Relations deteriorated at the Conference between the USA and the Soviet Union over the future of Poland, as Stalin had already established communists in key government positions.
- At the Conference, divisions increased between the USA and the Soviet Union, with Truman resisting Stalin's demands for higher levels of reparations from Germany as compensation for Soviet losses during the war.
- At the Conference, Truman informed Stalin of the USA's successful development of a powerful new atomic weapon and Stalin felt threatened by this military superiority.

**The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958-61.**

Relevant points may include:

- The refugee problem prompted Khrushchev to issue an ultimatum to Eisenhower demanding that the West withdraw its troops from Berlin.
- Tensions between Kennedy and Khrushchev rose when a meeting in Vienna failed to solve the issue of Berlin, including the refugee crisis, and led to the USA increasing defence spending on US troops in West Germany.
- The refugee crisis highlighted the higher living standards in West Berlin, which led to East Germany increasing restrictions on movement between the parts of the city.
- The high numbers of refugees leaving East Germany were used by the West for propaganda purposes about the lack of human rights in the East.

**The importance of the 'Second Cold War' for relations between the Superpowers.**

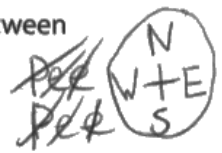
Relevant points may include:

- Reagan significantly increased US spending on arms leading to new weapons such as Stealth bombers and Trident submarines, which alarmed Soviet leaders.
- The US funded the Strategic Defence Initiative (Star Wars) which threatened the USSR as their weapons would become obsolete.
- The 'Second Cold War' exacerbated economic problems in the USSR, which meant the USSR needed to improve relations with the USA to reduce defence spending.
- New attitudes over arms control developed and a series of meetings between Gorbachev and Reagan led to reductions in nuclear weapons and inspections to ensure agreements were kept.



## Significance – Response 1

- ☒ The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union.
- ☒ The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958–61.
- ☒ The importance of the 'Second Cold War' for relations between the Superpowers.



The refugee problem in Berlin increased tensions between East and West in the years 1958–61. Germans in ~~east Germany~~ ~~would~~ ~~the east~~ the Soviet Sector would every day see the tri-zonia state of Germany with the shop windows piled up with food and then when they came home they would walk past Soviet Sector shops and there would be nothing in them. This would have made the Germans in the Soviet Sector sometime flee the Soviet Sector and go to tri-zonia Germany.

The refugee problem in Berlin increased tensions between East and West in the years 1958–61. The Germans in the Soviet Sector were fleeing and this angered Stalin because most of the people leaving were people the Soviet Union needed. This would have made the USSR panic because if all their skilled workers left to go to capitalist countries the Soviet economy will collapse.

## Significance – Response 2

- ☒ The importance of the 'Second Cold War' <sup>made</sup> relations between the Superpowers <sup>more difficult</sup>

The 'Second Cold War' made relations between the Superpowers more difficult. This started when the USSR decided to invade Afghanistan to destroy the Islamic ideals the Afghanistan people believed in and so they could establish a Communist government in Afghanistan. This made relations between the Superpowers more difficult because the USSR had invaded Afghanistan when Afghanistan had offered them no hostility.

The 'Second Cold War' made relations between the Superpowers more difficult. This happened because America supplied the resistance fighters with weapons to fight the USSR. This made relation difficult because the USA were openly resisting the USSR in warfare.



### Significance – Response 3

- ☒ The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union.
- ☒ The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958–61.
- ☒ The importance of the 'Second Cold War' for relations between the Superpowers.

Potsdam occurred in July 1945 and there was immediate worse in relations due to a change of leadership. This was because Roosevelt died so was replaced with Harry Truman who was strongly anti communist and was determined to show the strength of the USA to Stalin. This was important in increasing tensions as Truman deliberately delayed Potsdam in order for the USA to successfully test their first atomic bomb which made Stalin feel incredibly weakened due to the Soviet Union's lack of nuclear weaponry. There was also tension evident at Potsdam due to the fact that in an act to increase his sphere of influence, Stalin rigged the free elections held in eastern European countries in order to spread communism which angered Truman as he had strong beliefs in the

ideas of containment and putting an end to communism. Also, during this conference Stalin had high tensions due to his zone of Berlin being the poorest zone and as a result demanded the allies for reparations. Even though one quarter of industrial outputs was <sup>from each allied zone,</sup> ~~given~~ to the ~~the~~ Soviet zones, Stalin still felt ~~weakened~~ due to not having enough control & power to easily manipulate the allies so this was important for increasing tensions between the allies and the Soviet Union. Potsdam was also responsible for the increase of tension as it was the trigger of the arms race due to USA dropping 2 bombs on the 9th and 6th August on Hiroshima and Nagasaki in order to end war. This was important for increase in tension as it was the first steps of an ongoing military arms battle between the Soviet Union and the United States and in this case, the US was always one step ahead.

## Paper 2 – British Depth Study marked exemplars

### B1 Anglo-Saxon and Norman England

Explain why...

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

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- As there were rival claimants to the throne when Edward died, an attack was likely and therefore the Witan needed to approve a new king very quickly.
- Edward had appeared to promise more than one person the throne on his death, e.g. William of Normandy and Harold Godwinson.
- There were a number of rival claimants whose claim to the throne all had elements of legitimacy, e.g. Edgar was Edward's nearest relative, Hardrada believed his father had been promised the throne, William of Normandy had a blood connection.
- None of the claimants had an overwhelmingly strong case, e.g. Edgar's youth and lack of military experience; Harold was only connected to the throne by marriage; William and Harald were both foreigners.
- It had been increasingly clear in the 1060s that there would be a succession crisis as Edward was not going to produce an heir.
- By the time of Edward's death, the power of the Godwinsons, e.g. Edward's marriage to Edith, meant that they felt confident that they could challenge for the throne.

## Explain why... Response 1

(b) Explain why there was a succession crisis after the death of Edward the Confessor.

(12)

You may use the following in your answer:

- the Witan
- William of Normandy

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

The most significant reason for there being a succession crisis was the Godwin family. ~~These~~ This was the most powerful family in England and it consisted of some very wealthy people such as Harold Godwin. This was due to them owning half the land in England. Previously Edward had told Harold privately before he died he would be king. His claim was strong because he had the support of the Witan and had been identified by ~~the~~ the king. However due to it being done privately there is doubt as to whether he did identify him. ~~The~~ Edward was married to Harold's brother, so in return he was expecting ~~a~~ ~~fa~~ to be made king in return. ~~The~~ ~~Because~~ of their power they were able to persuade the king and others into doing what they wanted.

Another important reason for there being a succession crisis was that Edward the Confessor did not have a blood

direct heir to the throne. The reason for this is not certain but it is believed Edward was infertile. Without a direct heir it caused a succession crisis. This was because England was the wealthiest country at that time so being king came with major power and responsibility. As a result many people wanted to be king such as Edgar Aetheling, Harold Godwinson and William of Normandy. All of these had strengths and weaknesses causing a succession crisis.

One more, but less important, reason for a succession crisis was the Witan. This was a group of people - mainly earls and ~~and~~ archbishops who advised the king on making decisions and laws. It was important to have the respect and backing from the Witan because if they don't then all power from the king is lost and conflict arises. ~~Usually~~ The Witan did not want a foreign leader as it disrupts the country and slowly the country changes completely.

## Explain why... Response 2

(b) Explain why there was a succession crisis after the death of Edward the Confessor.

(12)

You may use the following in your answer:

- the Witan
- William of Normandy

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

There was a succession crisis after the death of Edward the Confessor as there were many <sup>claims</sup> ~~persons~~ to the throne. For example Harold Godwinson. His claim to the throne was that before Edward died he promised the throne to him. Harold was also a powerful earl and controlled a large amount of land and had the support of the public. This caused a succession crisis as competition <sup>for</sup> ~~to~~ the throne was not a big issue for Harold.

## 16-mark question

Question		
1 (c) (i)		<p>'The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls (1075).' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Danish fleet</li> <li>• Waltheof, Earl of Northumbria</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



### Marking instructions

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

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

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

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

### Indicative content guidance

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

Relevant points which support the statement may include:

- The Danish fleet carrying an armed force in support of the rebels arrived later than expected, which meant that the rebel Earls had insufficient strength to challenge William from the start.
- By the time the Danish fleet arrived, the position of the rebel Earls was so weak that the Danes refused to participate in the actual rebellion, making the failure of the revolt almost a certainty.
- The late arrival of the Danes allowed sufficient time for William's supporters, e.g. the Bishop of Worcester and the Abbot of Evesham, to organise a defence.
- News of William's return to England, shortly before the arrival of the delayed Danish fleet, resulted in the reluctance of Danish leaders to fight against William himself.

Relevant points which counter the statement may include:

- William was able to respond to the planned revolt because Waltheof, one of the original rebels, had decided not to participate in the revolt and informed on the other participants.
- William was able to maintain the loyalty of most of his tenants-in-chief who, under the direction of Archbishop Lanfranc, organised a co-ordinated response to isolate the rebel Earls.
- The rebels did not gain as much support as expected either from other lords or ordinary Englishmen; Anglo-Saxons and Normans joined together to prevent Earl Ralph breaking out of East Anglia.
- The rebel Earls failed to provide effective leadership; military setbacks forced Ralph to leave England and Roger's excommunication by Archbishop Lanfranc undermined his ability to maintain loyalty.

Question	
1 (c) (ii)	<p>'The main consequence of the Domesday Book was that it increased William's ability to raise money.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• taxation</li> <li>• threat of invasion</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>

#### Marking instructions

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

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

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

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

#### Indicative content guidance

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

Relevant points which support the statement may include:

- A main aim in carrying out the survey was to record what people owned, so that they could then be taxed correctly.
- The Domesday Book was used to ensure that landowners were not withholding money due to be paid to William as feudal monarch.
- The Domesday Book meant that it was easy to find financial opportunities for William to exploit, for example revenue from managing estates when heirs were too young to inherit.
- Many tenants-in-chief enjoyed certain privileges such as not paying geld tax on all of their land and the Domesday Book could be used, if needed, for William to raise more income through taxes.

Relevant points which counter the statement may include:

- The Domesday Book provided the opportunity to solve disputes over land, e.g. many Saxons had lost land following the Norman Conquest.
- William feared that an invasion from Denmark was likely and the Domesday Book meant that it was possible to see how many extra soldiers could be provided by the tenants-in-chief.
- The Domesday Book was used to demonstrate that, by dealing with disagreements over land and by ensuring fair taxation, William was ruling in a fair and just way.

## 16-mark question – Response 1

I ~~partly~~ disagree that the main reason for the revolt of the ~~the~~ Earls ~~lost~~ ~~was~~ ~~due to~~ in 1075 was due to the late arrival of the Danes.

The revolt of the Earls ~~was~~ failed partially because of the late arrival of the Danes, because the rebellion did not have enough support. The Danes often were going to be the main strength of the rebellions in Norman England, because they promised a fleet of ships to aid them. However they often ~~was~~ appeared late or did not appear at all. This left ~~to~~ the revolt of the Earls with limited strength due to the <sup>smaller</sup> ~~smaller~~ ~~amount~~ ~~of~~ ~~soldiers~~ they ~~received~~ had than they were expecting. This deeply affected the effectiveness of the revolt and would lead to ~~the~~ its defeat by the royal army. The lack of Danish support would have also greatly demoralised rebel soldiers and would have caused them to be much less effective fighting due to the lack of hope. This would have led to the failure of revolt, because of how little support was actually given to the ~~the~~

rebel army.

However, the main reason why the Revolt of the Earls failed was due to Waltheof who was the Earl of Northumbria. Waltheof was the only Saxon ~~ear~~ Earl to take part in the revolt as ~~the other two~~ Rodger and Ralph were both Norman Earls. Waltheof betrayed the ~~plot~~ of the revolt to Lanfranc, who was the regent of England at the time, because William was away in Normandy. This caused Lanfranc to know exactly what the ~~the~~ revolt was, and how to prevent it from occurring. Lanfranc sent ~~to~~ the king's royal armies North to intercept the Earls before their armies could join. This would have caused Lanfranc to ~~lose~~ limit the ~~revolt's~~ threat of the revolt, because he could fight the two smaller armies and have a greater chance to defeat them. The armies were defeated and the ~~revolt~~ Revolt of the Earls was a failure, due to Waltheof's betrayal of the plot to Lanfranc.

The Revolt of the Earls was also a failure because of ~~Lanfranc's leadership~~ the lack

of a clear plan the Earls decided to follow. The plan was very vague and involved Ralph's and ~~Bob~~ ~~Rodger~~ ~~Rodger's~~ Rodger's armies combining in the North. This allowed Lanfranc to easily intercept them before they could join together, which led to a swifter defeat and failure of the revolt.

Lanfranc even sent a letter to the Earls stating that they should stop the revolt and ask for forgiveness from the king to prevent any death from occurring. The Norman Earls ~~was~~ had fathers who aided William in the Battle of Hastings, and could have been forgiven due to the family connections. ~~Then they could have~~ However the Earls refused and continued with their plan, which could have been ~~changed~~ changed so that they were able to strengthen their armies before they were intercepted, but they did not. This poor plan and decisions ~~with~~ about the revolt led to its ~~own~~ quick ~~failure~~ failure. ~~and~~

In conclusion, I disagree with the statement that the late arrival of the Danes was the main reason for the failure of the revolt of the Earls. This ~~is~~ is because I believe that Wulfstan's betrayal of the ~~revolt's~~ plot ~~caused~~ to Lanfranc



caused the Earls' armies to be intercepted ~~as~~ before they became a larger threat. This caused the revolt of the ~~Earls~~ ~~to quickly~~ Earls to quickly fail due to Wulfthear.

### 16-mark question – Response 2

On one side, it could be said that the main consequence of the Domesday book was that it increased William's ability to raise money but on the other hand the increase in William's political power and military strength could be just as valid consequences too.

I agree with the statement as everyone's land was recorded in the Domesday Book as well as supposed revenues from gold tax from different areas meaning William could be sure exactly how much each region owed him and if an area could cope with an increase in taxation. This meant he had a good idea of the economy of the country and how he could raise money if it was needed for a war or other crisis. This also helped William to gain control of the country as he could threaten tax increases to rebellious areas or raise money to pay for extra ~~armies~~ defence against Anglo-Saxon attacks.

However, alternatively the main consequence of the Domesday book could be the ~~not~~ political power it gave William as it recorded exactly how much land each person owned. This made it ~~easy~~ <sup>easier</sup> to sort out any legal disputes but mainly meant that William knew exactly how much land could be taken as

Forfeiture if the owner did not submit and obey their King. ~~This~~  
This demonstrates how the Domesday Book aimed to  
give William the <sup>ability</sup> ~~power~~ to reward and forfeit land <sup>so he had</sup> ~~giving~~  
~~him~~ full control of all <sup>the</sup> land in the country due to the King  
being head of the feudal system.

Moreover, I also disagree with the statement as a main  
consequence of the Domesday Book would be the military power  
it gave William. It recorded how many knights each tenant-in-  
chief had and what the population was so William could estimate  
his fyrd numbers. This meant he was aware of the army size  
he had and alongside the feudal system it meant ~~no one~~  
no-one in England could have as large an army as the King.

In conclusion, I disagree with the statement as the political  
~~and~~ and military power the Domesday Book gave William were  
far larger consequences than the ability of William's to raise  
money. This increase in power helped him to gain control of the  
country and end Anglo-Saxon resistance.

## Paper 2 – British Depth Study marked exemplars

### B4 Early Elizabethan England

Explain why...

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



### Marking instructions

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

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

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

### Indicative content guidance

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

Relevant points may include:

- The colonists got into conflict with the native Algonquian population, from whom they were constantly demanding food and supplies, and relations faltered.
- The *Tiger*, one of the ships, had been damaged on the way over, which meant that a lot of the food supplies and the seeds brought for planting were destroyed.
- The colonists quickly ran out of food, because they had left England too late in the year to plant crops to replenish their supplies.
- The colonists came from a diverse range of backgrounds and did not work well together: the upper class were not willing to work and the middle and lower classes were not willing to take orders.
- The colonists were not experienced in building a settlement from the ground up and were not willing to put the work in to establish the settlement properly.
- Raleigh had sent lots of artisans to help set up the colony, but not enough farmers, which made it difficult to begin successful agriculture.

## Explain why... Response 1

One reason Raleigh's first colony in Virginia failed was due to the fact that the boat they had been using to travel (the Tiger) had been damaged. This meant that many of the colonists' resources had been ruined, and they no longer had a food supply. This led to them having to return early into the <sup>colonisation</sup> voyage ~~to~~ since they simply did not have the resources needed to survive.

Another reason as to why Raleigh's first colony in Virginia failed was due to the native Americans. Upon reaching Virginia, ~~the~~ the colonists had met a tribe of natives, who at first seemed friendly. However, the natives thought that the colonists had begun taking too much from the land.

and refused to help curing their trade  
leaves. This led to a lack of resources  
and soon they had decided to go and  
~~bring~~ take from the land again. The  
natives then attacked them and they  
flee from virginia.

Finally, Raleigh's first colony had  
also failed due to the season they  
had arrived in. When the colonists had  
arrived in virginia, the seeds that  
they had brought with them did not grow  
due to being out of season. This left  
them with no food and only the  
option to leave and return with more  
goods

## Explain why... Response 2

~~The first~~ Raleigh's first colony in Virginia failed for a number of reasons. One of which included the fact that the colonists were unable to set up/sustain a strong farm.

~~But~~ Raleigh wanted at least 300 colonists to be sent to Virginia, but instead only 107 were sent over. Very little of these colonists were farmers, but even the farmers that were sent to Virginia refused to farm for the other 'higher classes' as they were promised land for their own to farm; they weren't going to be used for cheap labour. This left inexperienced soldiers, merchants etc. unable to farm for themselves.

There ~~was~~ <sup>were</sup> also other reasons limiting farming. Firstly, the voyage to Virginia was delayed, meaning that by the time they arrived the conditions (weather, season etc) were not suitable for farming. Secondly, during the voyage, the colonists

largest ship, The Tiger, sustained damage to its hull, causing the lower decks to be flooded. In the lower decks was stored food for the colonists, but also the resources needed to start a farm.

Farms could not be made, so this made the colonists dependent on the food they brought with them, ~~so~~ but mainly dependent on the ~~the~~ native Algonquians <sup>who</sup> ~~for~~ supplied food. The leader of the Algonquians, Chief Wingina, was at first welcoming to the colonists. But soon he turned on them, as the colonists were draining the natives' resources, but he also turned on them due to his own superstitions.

When the colonists arrived from England, they had brought along common disease as well; disease that could not be found in Virginia. The disease spread to Wingina's people, causing many to become ill and die. Wingina saw this as magic, and believed the colonists served an evil God as soon as the colonists arrived, the natives suddenly

started dying.

Other members of the colonists included merchants. They were promised by Elizabeth that they would find rare raw materials in Virginia, like rare metals, that they could then sell for a high price. They were annoyed when they found no rare materials waiting for them. Other specialists like bakers and weavers, were left with nothing to do as even though they were skilled in their arts, they lacked the basic materials needed to do their jobs.

Inexperienced colonists (farming - wind, ~~delayed~~ delaying in departure, loss of resources from the Tiger and the turning of the natives) can all be blamed for the reason Walter Raleigh's first ~~experiment~~ colony in Virginia failed.

## 16-mark question

1 (c) (i)		<p>'The attitude of the Papacy was the main reason why Catholic opposition to Elizabeth increased in the years 1559-88.' How far do you agree? Explain your answer.</p> <div><p>You may use the following in your answer:</p><ul style="list-style-type: none"><li>• excommunication</li><li>• Mary, Queen of Scots</li></ul><p>You <b>must</b> also use information of your own.</p></div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation and change [AO2]; Knowledge and understanding of features and characteristics [AO1]. <b>AO2:</b> 10 marks. <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge and understanding of the topic is shown. [AO1]</li><li>• The overall judgement is missing or asserted. [AO2]</li></ul>
2	5-8	<ul style="list-style-type: none"><li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li><li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li></ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"><li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li></ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"><li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



### **Indicative content guidance**

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

Relevant points which support the statement may include:

- The Pope's excommunication of Elizabeth encouraged Catholics to flout the religious settlement and threatened Elizabeth's authority.
- The excommunication increased the risk of foreign invasion, in support of English Catholics.
- There was increased open opposition to the religious settlement after a papal decree was published in England, banning English Catholics from attending Church of England services.

Relevant points which counter the statement may include:

- The presence of Mary, Queen of Scots, in England after 1568 provided a Catholic alternative to Elizabeth and she became a focus of Catholic plotting.
- The Revolt of the Northern Earls raised the profile of, and increased, open Catholic opposition.
- Catholicism in England was strengthened after an English seminary at Douai in the Netherlands began training priests and sending them to England.
- Seminary priests provided a connection to the Counter-Reformation movement in Europe.
- Catholics were treated more harshly as the threat of invasion by Catholic powers grew, which further encouraged opposition to Elizabeth.

Question	
1 (c) (ii)	<p>'Drake's most significant achievement, in the years 1558-88, was the raid on Cadiz.' How far do you agree? Explain your answer.</p> <div data-bbox="518 280 1321 421" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• 'singeing the King of Spain's beard'</li> <li>• privateering</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks.  <b>AO1:</b> 6 marks.</p>

#### Indicative content guidance

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

Relevant points which support the statement may include:

- During the raid on Cadiz, Drake destroyed or captured over 100 Spanish ships, many laden with provisions for the invasion of England, with very few English losses.
- Drake's destruction of staves intended to make barrels for storing food and water delayed the Spanish Armada.
- Drake raided forts and supply ships off the Spanish coast, capturing supplies intended for the Spanish fleet.
- By 'singeing the King of Spain's beard', Drake delayed the launch of the Spanish Armada by a year, enabling the English to be better prepared to meet the challenge.

Relevant points which counter the statement may include:

- Drake spent his early career privateering in the New World, raiding Spanish ships and colonies, which created profitable revenue for the English crown.
- Drake was the first Englishman to circumnavigate the globe, opening up new trading routes for English exploration.
- Drake claimed land in what is now California for the English crown, encouraging other people to settle there.
- Drake helped to lead the English fleet to victory against the Spanish Armada when it did attack England, marking the last significant Spanish challenge to Elizabeth's monarchy.

## 16-mark question – Response 1

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

I agree that the attitude of the Papacy was ~~one~~ one of the main reasons to why the catholic opposition towards Elizabeth has increased. The papacy stated that Queen Elizabeth has been excommunicated from the catholic church. This led to more opposition from the Catholics within her country and Spain and France started hating Elizabeth, Elizabeth wasn't part of the church anymore so she wasn't seen as a Queen that should rule the country and ~~instead~~ instead more people wanted her cousin Mary Queen of Scots to be the Queen as she was catholic and the Catholics thought that the God has sent Mary Queen of Scots to be their Queen and so they have rebelled against Elizabeth.

Another reason why the catholic opposition ~~has~~ against Elizabeth has increased was because Elizabeth was protestant and every catholic wanted Mary Queen of Scots to be the Queen as she was catholic. People wanted get rid of Elizabeth and put Mary Queen of Scots on the throne so much that people created 4 plots that were a threat to Elizabeth because they all wanted

to get rid of her from the throne. The plots were: The Northern Earl Revolt, the Ridolfi plot, the Throckmorton plot and the Babington plot. The biggest threat to Elizabeth was the Northern Earl Revolt as 10000 Catholics went from the north to the south but on the way there they got into a cathedral and destroyed it but Elizabeth managed to raise an army and defeat them. In the Babington plot Cecil and Walsingham so Elizabeth's spies have found secret letters from Mary that wanted to execute Elizabeth and it led to the execution of Mary Queen of Scots.

Another feature why the Catholics were repelling against Elizabeth was because of the Royal ~~Figuration~~ Crucifix controversy. The crucifix controversy was a conflict between the Protestants and Catholics about the crosses with Jesus on them. The Catholics wanted to keep them but the Protestants wanted to get rid of them and wanted plain crosses. Queen Elizabeth got rid of the crucifixes because she was Protestant which led to many Catholics and Bishops repelling against Queen Elizabeth.

Overall, In my opinion ~~papacy~~ Even though that the Catholics wanted Mary Queen of Scots on the throne the main reason why there was a major increase in Catholic opposition towards ~~the~~ Elizabeth was because of the papacy as she got banned from the Church and the Catholics didn't see Elizabeth as a true Queen.

## 16-mark question – Response 2

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

Question 1(c)(ii) ☒

Although it is undeniable that the Raid on Cádiz was a great achievement, when compared to Drake's ~~other~~ <sup>other</sup> achievements, (e.g. his circumnavigation of the world and his victory against the Spanish Armada) the Raid on Cádiz declines in significance making the statement easy to disagree with.

On the one hand, the Raid on Cádiz does hold some significance in that it had a large effect on the subsequent plans for the Spanish Empire. During the 'singeing of the king of Spain's beard', Drake destroyed around 30 Spanish ships harboured in Cádiz, attacked various provisions, disrupted the Spanish and Portuguese coasts and stole wealth from the Azores. The result of these actions was that the Spanish Armada was delayed for around a year (with Drake's attack occurring in 1587 and the Spanish ~~fleet~~ <sup>also</sup> fleet approaching in 1588); the Spanish <sup>also</sup> lost wealth and ~~that~~ Elizabeth and the Crown grew in wealth and Drake grew in influence.

Although at first this ~~appears~~ appears to be a great

achievement, the Raid on Cádiz would not hold any significance if it was not for the Spanish Armada and thus Drake's victory over them. Following years of tension between England and Spain due to provocation and conflicting religious ideology, King Philip II decided to launch an invasion of England however the defence made by Drake resulted in its failure (an event which holds arguably much more gravitas than Cádiz as the Armada had the potential to result in England becoming a Spanish nation). Drake employed various tactics due to his privateering skills and knowledge of the sea; although Spain outnumbered the English ships, Drake took advantage of the slow moving and slow firing crescent formation of the Armada and employed a tactic of using a line formation to attack the fleet from behind and going as far as lighting his own ships on fire to disperse the Armada proving his skills as a privateer. Arguably, this is the most significant achievement when regarding Drake's significance in warfare.

On the other hand, Drake also had significant personal achievements, the greatest being that Drake was the first English man to circumnavigate the world. Drake sailed the eastern coast of South America and



~~challenges~~  
Challenges

endured many challenges including the stormy weather of the Strait of Magellan which left him with one ship 'The Golden Hind' after 'The Elizabeth' was lost and another <sup>sank</sup> ~~sunk~~. Along the way up the western coast, Drake seized a large bounty of Spanish treasure through attacks on Spanish colonies like Motila and the sinking of Spanish ships like Cacafuego. Upon reaching California (which he named Nova Albion, 'New England') he decided to brave the Ocean opposed to risking the dangerous Peruvian coast again; during this journey he struck space deals with the king of the <sup>archipelago</sup> ~~perisula~~ and also made various geographical discoveries (like Java being an island not a subcontinent) which expanded the knowledge of the world.

In conclusion, although the Raid on Cadiz was an important moment in English/Spanish relations, it was not Drake's most significant achievement. His victory of the Spanish Armada was a enormous achievement which marked the conclusion of the Spanish threat and could very much be considered his most significant achievement as it asserted England's dominance as a Protestant country in Catholic Europe (having many religious consequences like many

ignoring Pope Pius V's excommunication of Elizabeth as the victory proved that she had 'God's favour') and also proved the flaws in the Spanish Empire.

Regarding other achievements, Drake's circumnavigation is a close contender to be his most significant achievement due to geographical and personal gains however it does not have as great an impact on England, as the Armada had a much greater national influence.

## Period study P3 and P4 – Results Plus data

						Edexcel averages by grade:					
Question	Question type	AO	Average score	Max score	Percent	9	%	7	%	4	%
P3 THE AMERICAN WEST											
Q01	Explain two consequences of...	AO1/AO2	2.39	8	29.9%	6.20	77.5%	4.04	50.5%	2.09	26.1%
Q02	Write a narrative account analysing...	AO1/AO2	2.60	8	32.5%	6.21	77.6%	4.54	56.8%	2.27	28.4%
Q03Ans1	Explain the importance of x for y	AO1/AO2	3.32	8	41.5%	6.50	81.3%	4.90	61.3%	3.16	39.5%
Q03Ans2	Explain the importance of x for y	AO1/AO2	2.85	8	35.6%	6.49	81.1%	4.80	60.0%	2.58	32.3%
Total			11.16	32	34.9%	25.40	79.4%	18.28	57.1%	10.10	31.6%
P4 SUPERPOWER RELATIONS											
Q01	Explain two consequences of...	AO1/AO2	4.01	8	50.1%	7.42	92.8%	6.17	77.1%	3.50	43.8%
Q02	Write a narrative account analysing...	AO1/AO2	3.92	8	49.0%	7.45	93.1%	6.27	78.4%	3.36	42.0%
Q03Ans1	Explain the importance of x for y	AO1/AO2	3.94	8	49.3%	7.25	90.6%	5.90	73.8%	3.59	44.9%
Q03Ans2	Explain the importance of x for y	AO1/AO2	3.41	8	42.6%	7.20	90.0%	5.62	70.3%	2.73	34.1%
Total			15.28	32	47.8%	29.32	91.6%	23.96	74.9%	13.18	41.2%

## British depth study B1 and B4 – Results Plus data

						Edexcel averages by grade:					
Question	Question type	AO	Average score	Max score	Percent	9	%	7	%	4	%
B1 ANGLO-SAXON AND NORMAN											
Q01a	Describe two features of...	AO1	3.14	4	78.5%	3.87	96.8%	3.71	92.8%	3.25	81.3%
Q01b	Explain why...	AO1/AO2	5.88	12	49.0%	10.58	88.2%	8.87	73.9%	5.84	48.7%
Q01ci	Statement'. How far do you agree?	AO1/AO2	8.82	16	55.1%	14.26	89.1%	10.92	68.3%	5.52	34.5%
Q01cii	Statement'. How far do you agree?	AO1/AO2	6.44	16	40.3%	13.93	87.1%	10.50	65.6%	5.88	36.8%
Total (est)			16.65	32	52.0%	28.55	89.2%	23.29	72.8%	14.79	46.2%
B4 EARLY ELIZABETHAN											
Q01a	Describe two features of...	AO1	2.24	4	56.0%	3.44	86.0%	3.02	75.5%	2.23	55.8%
Q01b	Explain why...	AO1/AO2	4.47	12	37.3%	10.12	84.3%	7.45	62.1%	3.72	31.0%
Q01ci	Statement'. How far do you agree?	AO1/AO2	7.92	16	49.5%	14.08	88.0%	11.38	71.1%	7.22	45.1%
Q01cii	Statement'. How far do you agree?	AO1/AO2	8.08	16	50.5%	14.13	88.3%	11.20	70.0%	6.76	42.3%
Total (est)			14.71	32	46.0%	27.67	86.5%	21.76	68.0%	12.94	40.4%