

Pearson Edexcel GCSE History

Autumn term 2021 Online network events

Explain why... questions

Delegate Booklet

16 November 2021

This pack is for delegates attending the GCSE History network event for the explain why... questions. This pack contains the exemplar material that you will need during the meeting, as well as a space to type any notes or comments.

This GCSE History network will allow delegates to:

- Receive a brief update on the qualification and ask questions
- Revisit the explain why... question and how it is assessed
- Talk through some marked exemplar student answers
- Network and share teaching ideas and strategies

Are there any updates or new resources that Pearson are offering which you would like to check out after this meeting?

Paper 2 exemplars

Explain why... Anglo-Saxons and Normans

Question	
1 (b)	<p>Explain why there was a succession crisis after the death of Edward the Confessor.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Witan William of Normandy <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>

	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 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] 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>
----------	--------------	---

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 ~~is~~ did identify him. ~~The~~ Edward was married to Harold's brother, so in return he was expecting ~~a~~ 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, Haradrada 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.

What level did this receive? Use this space to make notes.

Explain why... Elizabeth

Question	
1 (b)	<p>Explain why Raleigh's first colony in Virginia failed.</p> <div> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the native Algonquians damage to the ship, <i>The Tiger</i> <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
1	<p>1-3</p> <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	<p>4-6</p> <ul style="list-style-type: none"> 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] 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	<p>7-9</p> <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	<p>10-12</p> <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 which 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.

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 2

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 ^{colonisation} ~~voyage~~ 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 concerning their trade deals. This led to a lack of resources and soon they had decided to go and bring on land from the land again. The natives then attacked them and they fled 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.

What level did this receive? Use this space to make notes.

Paper 3 exemplars

Explain why... Weimar and Nazi Germany

2 Explain why the Nazis were able to create a police state in the years 1933–39.

(12)

You may use the following in your answer:

- concentration camps
- law courts

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

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:

- Emergency powers allowed the Nazis to place political opponents in concentration camps.
- The Nazis were able to establish a police state because they had support from sympathetic judges who served in the law courts.
- Only limited evidence was required to bring cases to the People's Court, which was set up in 1934.
- The Enabling Act allowed the Nazis to create a one-party state.
- The wide-ranging powers of the Gestapo gave the Nazis the ability to create the police state. They had the right to search without warrants and to detain and torture suspects without trial.
- Fear created by the use of the SD prevented the German people from resisting the rise of the police state.

Explain why... Response 3

2 Explain why the Nazis were able to create a police state in the years 1933–39.

(12)

You may use the following in your answer:

- concentration camps
- law courts

You **must** also use information of your own. (SD & SS)

The Nazis were able to create a police state because of concentration camps. Many people who opposed the Nazis and Hitler including priests and political + mainly or opponents were successfully sent to camps. The people in concentration camps were coded with little flags or triangles of colour that stood for what they were. ~~Members of the SD~~ Concentration camps were effective because it limited threats to Hitler ~~and~~ and the Nazis. This shows how the Nazis were able to create a police state as they took charge of opposition and arrested threats.

so Hitler's visions had a clearer path.

Another reason is because of the SD and SS. Both run by Himmler, the SD ^{was the} ~~were the~~ intelligence who were the only ones allowed to arrest opposition and send to concentration camps without trial. The SS were a group of Nazis who were mainly used to intimidate opposition, ~~and~~ ~~and also~~ This creates a police state as both the SS and SD could remove opposition and convince people to follow Hitler's expectations, almost providing an army.

A final way is law courts. All judges had to sign an oath to Hitler and the ~~majority of~~ judges had to have Nazi views. Judges had to agree with Hitler and show loyalty to him in

court. Doing this, meant
that Hitler's views ~~as~~ were
strongly presented in court.
~~and~~ This creates a police
state because Hitler used
the judges to almost
represent his decisions and
views and this meant
Hitler could ~~to~~ express his
Nazi ideas through judges.

What level did this receive? Use this space to make notes.

Explain why... Response 4

The Nazi was able to create a strong police state in the years between 1933-39 because of propaganda. Hitler used propaganda to his advantage making people believe that Jews are the reason why Germany lost the first world war. Hitler also had his personal group called the SS these are ruthless people who storm peoples homes and would interrogate them this put fear to the German people making them scared to speak against Hitler.

Law courts in Nazi Germany was corrupted as Hitler gained the peoples trust he even used the judge as his own. If accused of speaking against Hitler the person would go to prison before having a trial. When in court it was hundred percent guaranteed that you will always be seen guilty and sent to concentration camps. This is because if the judge

said he was innocent Hitler would send him to a concentration camp and would retrial the victim again

concentration camps played a huge role in the police state if anyone went against Hitler or was a Jew was in one. this created more fear and made people work in slavery and the prisoners would be killed by the Nazi. Hitler used this as his main control as no one had the power to face him and to stop all he has done and if they did they would also face the same fate as the others.

What level did this receive? Use this space to make notes.

Sharing good practice

Use this space to record any ideas, teaching strategies or other notes from the discussion.

Paper 1 exemplars

Explain why... Medicine

Question		
4		<p>Explain why there were improvements in medical knowledge in the years c1500-c1700.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Thomas Sydenham • the printing press <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
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 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] • 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>

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:

- Thomas Sydenham took a scientific approach to studying diseases, trying to classify them; he showed that scarlet fever and measles were different.
- Sydenham's scientific observations led him to stress the importance of trying to treat the disease rather than simply its symptoms.
- The printing press allowed new discoveries to be widely and quickly disseminated.
- The creation of the Royal Society led to a new emphasis on scientific enquiry and improved knowledge, such as the report of 'animalcules' by Leeuwenhoek.
- Vesalius dissected bodies to improve his knowledge of anatomy and then had his findings published in his book 'On the Fabric of the Human Body'.
- Harvey used a scientific approach of dissection, experiment, observation and recording to improve his knowledge of physiology.

Explain why... Response 5

- 4 Explain why there were improvements in medical knowledge in the years c1500–c1700.

(12)

You may use the following in your answer:

- Thomas Sydenham - practical
- the printing press

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

There were improvements in medical knowledge during the Renaissance due to Vesalius' ~~teachers~~ teachings. Vesalius understood that good surgery could only be achieved when the surgeon had knowledge on human anatomy. Because of this he began to dissect bodies of executed criminals proving Galen's theories to be incorrect. He published his findings, including 'The Fabric of the Human Body' which became very popular. ~~At~~ At first ~~doctor~~ people were reluctant to believe his findings as Galen's Theory of the Four Humours was still very popular. However it led to improvements of medical knowledge as scientists began ~~at~~ to dissections in order to understand human anatomy and come up with their own theories. Because of this ~~at~~ Vesalius' teachings led to improvements in medical knowledge.

Another reason there were improvements in medical knowledge was because of Thomas Sydenham. Sydenham believed that practical experience was

much more important than theoretical knowledge. When treating his patients he would make detailed notes on their symptoms and their treatment. He ~~realised~~ released these notes as 'Scientific ~~observations~~ observations'. Sydenham classified diseases like animals, proving that measles and scarlet fever were different due to their different symptoms. This encouraged other ~~scientists~~ ^{doctors} to take records of their patients. ~~Also~~ It also improved scientific knowledge, enabling doctors to distinguish between different illnesses. Sydenham's ~~teachings~~ ^{teachings} led to improvements in medical knowledge.

In addition there were improvements in medical knowledge due to better communications of ideas. The printing press was a very significant piece of technology, allowing people to copy their ideas more quickly. Before the printing press people used books to broaden their knowledge. However the idea ~~must~~ would have to be widely accepted for anyone to bother copying it out into a book so only Galen's theory was spread. The printing press allowed many people to spread and debate their ideas, leading to improvements in medical knowledge. Also the Royal Society was formed and supported by King Charles I. This group encouraged the spreading of new scientific ideas. ~~Because~~ Because of this more

people had the freedom to introduce new theories.
Better communications led to improvements in medical knowledge.

Examiner comments

- The first paragraph demonstrates the importance of the work of Vesalius in disproving Galen's previous theory of the four humours. For AO2, there is good analysis of the scale and limitations of the change this led to whilst demonstrating accurate and relevant knowledge of the time period.
- The next paragraph addresses the work of Thomas Sydenham, cited as a stimulus point in the question. Again, there is accurate knowledge and an analytical approach to addressing the changes which resulted from his work.
- Finally, the response considers the impact of the printing press from the stimulus points and concludes with the work of the Royal Society, although this is incorrectly stated as being established under Charles I rather than Charles II. Despite this error, the answer has already met all of the criteria for Level 4 by this point.
- There is accurate and relevant knowledge across the time period c1500–1700 to support each point for AO1, the response considers at least three aspects of content which is a requirement to access Level 4, and at AO2 there is a consistent approach to analytical explanation which is directed at the conceptual focus of the question.
- Level 4 awarded.

Explain why... Crime and Punishment

Question	
4	<p>Explain why there have been changes in the work of the police in the period from c1900 to the present day.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • forensic science • cars <p>You must also use information of your own</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>

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 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] • 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>

Explain why... Response 6

- 4 Explain why there have been changes in the work of the police in the period from c1900 to the present day.

(12)

You may use the following in your answer:

- forensic science
- cars

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

with the help of forensic science, the police from 1900 to the present day have been able to catch criminals much more easily as they will have most likely left behind forensic evidence at the scene of a crime. This also means that the work of the police has become more scientific and advanced technologically, rather than the mostly ineffective approach the police used before 1900, which brought about criticism as they were unable to catch criminals like Jack the Ripper.

Years after this, the police began using cars as technological advancement allowed it. This significantly changed the job of the police onwards as they would be much less reliant on walking patrols as well as using bicycles or simply getting to crime scenes on foot. Instead, the police could now do most of these things with the use of a car, which makes part of their job significantly easier.

Further after this, the police were able to use computers for their work, allowing them to record crimes committed in different areas, names of criminals etc. This, again, was a huge factor as to why there have been changes in the work of the police from 1900 onwards, as before the police force had to either write down this information, or simply remember it, which isn't very reliable.

Overall it is clear to see that the significant advancement in technology is the main reason as to why the job of the police has changed and become easier. Whether it be the introduction of forensic science, car use or the advancement of computers, all have played a major role.

Examiner comments

- The opening paragraph addresses forensic science, which is cited as a stimulus point in the question. For AO1 there is some relevant knowledge, but this is not developed through the use of specific examples such as DNA or fingerprinting. For AO2 the response offers a sense of change, but the analysis is limited as the explanation is left implicit. No explanation as to how forensic science changed the work of the police is offered other than the assumption that it made things easier than without it.
- The rest of the response follows in similar fashion; the candidate addresses changes to transport, but the provided knowledge refers to examples pre-1900 and not those that led to change through technological examples.
- There is a little more focus in the final paragraph which addresses the impact of computers on police work.
- Whilst there is no need to provide an overall judgement the candidate presents one, but again the focus on change is left implicit with an overall impression that things have got 'easier'.

- Throughout the answer AO2 is judged to be limited analysis with an implicit link to the conceptual focus of the question. For AO1 there is some accurate knowledge and understanding of the time period. The response does go beyond the stimulus points considering three aspects of content.
- Awarded top of Level 2.