

Examiners' Report

June 2023

GCSE History 1HI0 B1

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June 2023

Publications Code 1HI0_B1_2306_ER

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Introduction

Section B of Paper 2 assesses the British Depth Study. Candidates are required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts). For 2023, the B paper was sat alongside the P paper, for a total of 64 marks.

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

Question 1b is scored out of 12 marks and the mark scheme is an identical format to Q4 on Paper 1 and Q2 on Paper 3. This question targets the second-order concept of causation. Two stimulus points are provided, and these are intended as prompts to remind candidates what they have studied. Use of the stimulus points is not compulsory, and candidates should not use them if they do not recognise them. Candidates should aim to cover three aspects of content in their answer.

For Question 1c, candidates have a choice between (i) and (ii). The questions may target any second-order concept, such as consequence or similarity/difference. This question follows the same principles as Q5/6 on Paper 1. As with Q1b, two stimulus points are provided to prompt candidates. It should be noted that the stimulus points will usually relate to aspects of content rather than directly indicating a factor that should be included; their use is not compulsory. To achieve high marks, there is an expectation that there will be both depth and breadth of knowledge.

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

At Level 2, candidates would usually provide a good range of relevant content but often struggle to apply this to the second-order concept dictated in the question, often describing the 'how' or 'what' of the topic rather than addressing the question fully. It is important that candidates consider the question carefully and shape their answers in relation to its focus, whether this be causation, consequence, change and continuity, similarity and difference or significance.

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

Question 1 (a)

This question asks candidates to identify two key features and details about something named in the specification, in this case, the career of Bishop Odo. Candidates should ensure that the supporting detail links to the feature identified, and an ideal way to do that is with two separate sentences. Hence, the supporting detail is clear to examiners. Candidates should also use the spaces provided on the exam paper to guide them on how much to write. Some candidates wrote far too much for this question or overdeveloped their answers, although most knew what was expected of them and wrote an appropriate amount.

The general overall standard of this question was good, but it was clear that there was a divide between those who knew specifics about the career of Bishop Odo and those who did not. There were also a few blank responses. Strong answers could identify and add detail to two features of the career of Bishop Odo and, most commonly, candidates referred to: his role as regent for King William alongside Fitz Osborn, the fact he was the Earl of Kent and his role in the revolt against William Rufus. Some candidates also focused on his role in aiding William in the Battle of Hastings and his commissioning of the Bayeux Tapestry.

Some candidates focused on Bishop Odo's more corrupt side and wrote about his land grabbing and subsequent imprisonment by William, whilst others highlighted how he is mentioned in the Domesday Book, proving his wealth and influence in southern England. Whilst some weaker responses referenced content about Bishop Odo's role in the church more generally and highlighted his powerful status in religious terms. Some responses also made more generalized comments about his pious nature and religious life. There was some confusion in the chronology of Bishop Odo's career, with some misunderstanding over when/why William I imprisoned him and Bishop Odo's role in the rebellion of 1088.

A common misconception was writing about Bishop Odo as if he was Archbishop Lanfranc of Canterbury, therefore seeing Odo as the leader of the church in England, whilst others confused Bishop Odo with Archbishop Aldred of York, falsely stating that it was he who crowned William I as King in 1066. There were some general comments about Bishop Odo's familiar links with King William I, but they could only be credited if directly linked to his career.

1 (a) Describe **two** features of the career of Bishop Odo.

(4)

Feature 1

one feature of the career of Bishop Odo was that he was co-regent with William Fitzosbern in 1066. This meant that William I trusted him to rule the country in his absence.

Feature 2

Another feature of Bishop Odo's career was that he himself payed for 100 ships in the Battle of Hastings, ~~and~~ as ~~well~~ as fighting in the battle. This meant that, although he was a Bishop, he still was loyal in fighting.



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Examiner Comments

This response clearly identifies two valid features: Bishop Odo's role as Co-Regent and his participation in the Battle of Hastings. In each case, both features are supported with additional explanation and detail. This response is 4 marks.



ResultsPlus
Examiner Tip

For each of the two features try to write a sentence that separates the feature from its detail. That will make it easier for the examiner to spot the marks.

1 (a) Describe **two** features of the career of Bishop Odo.

(4)

Feature 1

One feature of Bishop Odo was that he had control of the country when William would leave. This meant that whenever William left Odo would take over and run England for that period of time.

Feature 2

Another feature of Bishop Odo was that he was a part of the Witan. This group was the king's advisers and this also meant that he had more influence & power.



ResultsPlus
Examiner Comments

The candidate has described two features of Bishop Odo's career – his role as Co-Regent and his role as adviser to the king – and supported this with additional detail. This demonstrates good knowledge and the response scores full marks.



ResultsPlus
Examiner Tip

There are no specific key features required for answering Q1(a): all features relevant to the topic are rewardable.

1 (a) Describe **two** features of the career of Bishop Odo.

(4)

Feature 1

One feature of the career of Bishop Odo was that he was part of the church.



ResultsPlus
Examiner Comments

This response has one feature identified – that Bishop Odo was part of the church. There is no supporting detail therefore this answer scored 1 mark.



ResultsPlus
Examiner Tip

Make sure your fact is backed up with supporting detail.

Question 1 (b)

This question asks candidates to explain causation and, in this case, the reasons why William I ordered the Harrying of the North 1069-70. The overall standard of responses was mixed; it was pleasing to see numerous candidates achieving full marks, although it was also disappointing to see answers left blank with no attempt at a response at all. Most candidates wrote confidently about William I's anger with the North due to various rebellions and his want to assert control and domination over the region. Some also considered William's want to exact revenge and use the North as a warning to the rest of the country.

Many strong responses highlighted the roles of Edwin and Morcar in encouraging rebellion in the north, and some mentioned Edgar Aethling and even King Sweyn of Denmark as direct threats to William I's power. Candidates often had good knowledge of the North/South divide alongside Northumbrian's Danish heritage and the role of Danelaw in facilitating resistance against William I and, therefore the need for him to gain control and/or punish the region for non-compliance under Norman rule. Candidates in the higher bands could also reference well the issues with York and the death of Robert Cumin in facilitating William I's brutal suppression of the North. Many referenced William's paranoia and how the numerous rebellions that were popping up throughout the realm fuelled his fears and made him think the only way to regain control was through punishing the North and instilling fear in the Saxon nation. Some strong responses also discussed the Guerilla Warfare tactics used by the rebellious north, which ultimately meant William could not get control, increasing his frustration and the need to take drastic action before his rule was truly undermined.

Weaker responses tended to focus solely on the stimulus points, especially that of the Danes, with some basic awareness of historical issues with them, although limited detail was offered. Many candidates understood William's need to get control of York, but there was little understanding of what happened there. And some weaker responses mixed up the chronology of events and were unsure which rebellions happened when/where.

Some responses were unable to explain the causes of the Harrying of the North, but rather focused on what happened in the Harrying, with lots of details being offered about the death toll and the salting of the land. Many candidates mentioned the barren/wasteland state of York/the North 20 years later, as mentioned in the Domesday Book. Some confused the Harrying of the North by William I with the rebellion against Tostig's rule under King Edward the Confessor, whilst others confused the different rebellions, including the 1075 Revolt of the Earls and/or revolt of Hereward the Wake at Ely in 1070.

(b) Explain why William I ordered the Harrying of the North (1069-70).

(12)

You may use the following in your answer:

- the Danes - NO longer a base
- York - previous rebellions. ←

You must also use information of your own.

Norman knights killed.
(cunning).
and rebellions (force). → choose

One reason why William I ordered the Harrying of the North was due to the Danes which commonly used York as a base when they came to England. For years, the Danes had been a threat to England and ^{for} possible invasions. This was due to the ~~clanlaw~~ ~~clanlaw~~ which was ~~followed~~ followed in many Northern regions such as Northumbria and York. This ~~clanlaw~~ meant that ~~many~~ many followed old customs and laws of Danish ancestors and therefore were friendly with the Danes. Previous to the Harrying of the North, the Danes had ~~often~~ been associated with some other rebellions against William in the 1060's. William therefore decided that by carrying out the Harrying of the North, the Danes would lose a landing base for their invasions, decreasing the threat of Norman attack. Therefore, this shows that a reason William I carried out Harrying of the North was to remove threat from the Danes.

Another reason why William I may have carried out the Harrying of the North was due to ~~York~~ previous rebellions that took place in York. In the 1060's many rebellions started to take place ~~the~~ against England ~~one~~. Many of these rebellions killed lots of Norman ~~soldier~~ troops and nobles including Robert Curien being killed in York by Anglo-Saxon rebels. This led to William becoming very angry and wanted to get revenge for the Norman people he had lost, therefore indicating why he would carry out the Harrying of the North to get revenge for Norman deaths from previous rebellions ~~and~~ by killing lots of Anglo-Saxons (around 100,000 died just due to starvation). This shows that one reason ~~for~~ William I ordered the Harrying of the North was to seek revenge for previous rebellions that had taken place in the North.

One more reason why William I may have carried ~~out~~ out the Harrying of the North was to firmly establish his control and power as king. Initially, William wanted to be accepted as king in England with little force (therefore why he would reward loyalty etc). However,

after William was made king, many Anglo-Saxons were not happy. This unrest and unhappiness sparked rebellions to take place against William. Although ~~William~~ these rebellions were not successful, William did not want them to carry on and needed to make an example to stop future rebellions. This means that by ordering the Harrying of the North, William would prevent future rebellions using force and fear, solidifying his power as king. Therefore this shows that one reason why William ~~has~~ ordered the Harrying of the North was to establish his control ~~and~~ ^{and} squash any future rebellions from taking place.



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Examiner Comments

This response goes beyond simply describing events or examples and has a clear focus on why William I ordered the Harrying of the North (1069-70). It gives specific details and wide-ranging examples which address the question consistently. Three aspects of content are covered but some were done so in less depth, so this response scored Level 4 – 11 marks.



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Examiner Tip

Make sure your supporting detail is linked to your analysis throughout your answer.

(b) Explain why William I ordered the Harrying of the North (1069–70).

(12)

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

- the Danes
- York

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

One reason on why William ordered the Harrying of the North was because at how badly people were being treated by over-tostig's rule. Tostig was allowing women to be raped and all the people struggled to keep up with the amount of taxes they had to pay, so William decided to stop this and he did this through the Harrying of the North.

A second reason in which he decided to order this was because it helped stop the Danes, as around this time they were constantly trying to invade and overthrow William's rule. Therefore by William commencing the Harrying of the North he was able to stop the Danish and them from invading them.

A third and final reason would be York, as in York at this time the living conditions were very poor and the prices to live were extremely high. This angered William as the Government in York was abusing their power and benefiting off of it. This meant that William would have to come up with a strategy to be able to stop this, in which he commenced the Harrying of the North.



ResultsPlus
Examiner Comments

This response demonstrates some knowledge and understanding in relation to the topic in the question. The candidate knows there are issues with the Danes in the north, but it fails to analyse how the events described led to William's decision to Harry the North: instead, the candidate repeats the language of the question with little support. This response scored in Level 2.



ResultsPlus
Examiner Tip

Ensure your paragraphs focus on and explain 'why'.

(b) Explain why William I ordered the Harrying of the North (1069–70).

(12)

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

- the Danes
- York

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

one reason why William I ordered the Harrying of the North was to show Norman power. for example Morcar and Edwin set up a rebellion against him as their land ownership was significantly reduced. This resulted in the Harrying of the North as ~~William wanted to prevent~~ William ~~wanted to~~ wanted to highlight Norman control and power as many Anglo-Saxons didn't want a reminder of who ~~was~~ is in control.

Another reason why William I ordered the Harrying of the North was to prevent future rebellions against him. for example William paid the Danes to leave however he was still facing rebellions in York. This resulted in the Harrying of the

North as William wanted to take a more violent approach as his calmer approach failed. He did this to ~~in order to~~ prevent future rebellions and to fully establish his control.

The final reason why William I ordered the Harrying of the North in 1069-70 was to shut down rebellions against him in the North. For example De Breutill and Roger De gaul rebelled against William, as they both strongly disliked him and they didn't think his claim to the throne was legitimate. Therefore William organised the Harrying of the North in order to scare rebellions ~~and~~ in the hope to stop them rebelling.



This response covers two points of content, demonstrating good knowledge and understanding on northern rebellion and the Danes. Each aspect is explained and then some effort is made to link this to the conceptual focus of the question, but it is limited in scope. This answer scored in mid-Level 3.



Ensure you have a range of factors with supporting evidence to answer the question.

Question 1 (c)(i)

Candidates overwhelmingly favoured this question. Most candidates found the question accessible and could approach it confidently. Many high-achieving candidates could provide in-depth knowledge and details in a coherent and logical structure with sustained arguments. Many strong responses referenced not only details of the stimulus points but also details of William's preparation for battle, the luck of the wind change that allowed William to arrive in the south as Harold Godwinson was north fighting Harald Hardrada and the Vikings and the differing levels of morale between the two sides. There was also great depth of discussion about the different tactics employed by the two sides, with the positives and negatives of the defensive shield wall approach of Harold being analysed, alongside the more pragmatic approach enacted by William, with the famed feigned retreat and launching arrows high up into the air, which ultimately lead to the debatable demise of Harold Godwinson.

Strong answers did not only explain the significance of these different factors for William's victory in the battle, but they weighed them against each other and considered how far Harold's poor leadership was central to his defeat. Some even went as far as to suggest that Harold could have mitigated certain circumstances, so although the change in weather was surprising, it was not surprising that William arrived in the south as that was, in fact expected. A strong leader would have been prepared, by perhaps not leading his entire force away from the south coast and/or not disbanding the fyrd quite so quickly to tend their harvests. There was also great debate about how a stronger leader would have rested his exhausted troops in London and forced William to come to him, and therefore, yes, Harold's poor leadership did play a significant role in his defeat. Another line of reasoning used to counter Harold's poor leadership was the failed attempt by Edwin and Morcar to defeat the Vikings at Gate Fulford, which forced Harold's hand, making him march north to Stamford Bridge to take on Harald Hardrada himself, therefore weakening his troops before the Battle of Hastings. This level of reasoning was indicative of a Level 4 answer.

Weaker answers tended to focus solely on the stimulus points, and responses at Levels 1 and 2 would sometimes steer off the question and describe the features of the Battle of Hastings itself, creating a narrative of events rather than focusing on what caused Harold's defeat in said battle. Some candidates also struggled with the chronology of events, and some mixed up the Battle of Hastings with the Battle of Stamford Bridge and/or the Battle of Gate Fulford. Another common misconception was William placing his troops on the high ground at the top of Senlac Hill, undermining arguments over tactics. Some weaker responses focused on the success of Harold's leadership in general without linking that to the Battle of Hastings, and others understood that Harold's troops were tired but could not link those points to the Battle of Stamford Bridge and the vast distances travelled.

I strongly agree that the main reason for King Harold's defeat in the Battle of Hasting was due to his poor leadership. This is ~~at~~ because he was unable to control his army from breaking the shield wall as well as the ~~Anglo Saxon~~ ^{Norman} being ~~properly~~ ^{exhausted} trained. Although it may be argued that the Norman's tactic of the feigned retreat is what caused their defeat, it could have been avoided with ~~proper~~ stronger leadership.

Firstly, one reason why Harold's poor leadership led to their defeat was due to his inability to control his army. For example, the Anglo-Saxon army was at advantage in the Battle of Hasting as they were located on a hill with height advantage and the Norman's artillery not being able to reach them. However, due to Harold not being able to properly lead and communicate with his army,

they broke their shield wall which had been protecting them and ran down the hill without Harold's command, showing he couldn't control them, which ultimately led to their defeat.

On the other hand, it may be argued that Harold's poor leadership wasn't the ~~main~~ main reason for their defeat and it was due to the ~~the~~ organised preparation of the Normans. For example, when the Normans realised that the Anglo-Saxons had the height advantage and shield wall, they used a smart tactic called the feigned retreat which made the Anglo-Saxons believe they had won and march down the hill while the Normans circled back around and trapped and defeated them. However, if Harold had strong leadership and had been able to tell his army to not march down

the hill, they would not have been trapped by the Normans and defeated.

Another reason why Harold's poor leadership led to their defeat in the Battle of Hastings was due to ~~the~~ his ^{weak} ~~entire~~ army.

For example, the Anglo-Saxon army had just fought a battle in the north of England and were not physically fit to fight in another battle. Due to Harold's poor leadership he was unable to prepare different soldiers and housecarls and therefore his army was weak and this meant that they were not able to fight ~~due to~~ at their potential due to exhaustion, which could have ~~been~~ been avoided if Harold's leadership was better.

In conclusion, I strongly agree that Harold's weak leadership

was the main reason for their defeat in the Battle of Hastings due to the poor communication with his army and the inability to prepare an army who was fit to fight and that even though Norman tactics were clever they could have been avoided with good leadership of army.



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Examiner Comments

This response shows some analysis which is mainly directed at the conceptual focus of the question. It shows a generally sustained line of reasoning for AO2. Accurate and relevant information is included, although there are some inaccuracies in AO1, and an overall judgement is made with some justification. This response meets the requirement for Level 3, scoring Level 3 – 11 marks.



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Examiner Tip

Be very clear about the conceptual focus of the essay you are writing, don't try and make past essays you've written fit the exam.

I disagree with the statement that Harold's defeat at Hastings was mainly caused by his poor leadership as other factors such as Norman military superiority and a lack of fitness caused by Harold's army's previous battle contributed more greatly to the defeat based on the disadvantage ~~at~~ it gave Harold.

One reason why I disagree is due to the imperfect condition of Harold's army due to other events. Harold Hardrada had invaded England earlier and defeated earls Edwin and Morcar at the Battle of Gate Fulford. This meant that Harold's army, who were positioned in the ~~north~~ south in preparation for a Norman attack, had to quickly ~~move~~ march up north to stop Hardrada's advance. This drained his soldiers before the Battle of Stamford Bridge had even begun. ~~leading~~ This exhaustion was compounded by the Battle itself where Harold's army defeated Hardrada's similarly exhausted army along with Tostig. After hearing the news of William's invasion, Harold and his army now had to march back south, further draining their fitness and energy before the Battle.

of Hastings had begun. This shows that it was the Anglo-Saxon lack of energy that led to Harold's defeat as ~~the~~ his army ~~was~~ was not in 100% condition before the battle as a result of previous events and so would therefore not be able to fight as well as possible. This therefore meant Harold was at a great disadvantage, greater than the disadvantage caused by his lack of leadership.

However, it can be argued that it was Harold's lack of ~~proper~~ leadership that caused his defeat. The Anglo-Saxons started the battle with the upper hand, gaining the high ground and successfully setting up a shield wall which the Normans struggled to crack. However, after the Normans began a retreat, Harold's ~~lack~~ poor leadership meant he did not order a ~~remain~~ maintenance of formation and instead allowed for the indiscipline of his soldiers. This meant that the shield wall was broken, causing vulnerability in the Anglo-Saxon army that was successfully exploited by the Normans who were able to quickly turn the battle on its head and defeat the Anglo-Saxons. This shows that Harold's poor

leadership was still a reason for his defeat as it ~~it~~ allowed the Normans to gain an advantage through their tactics, causing an Anglo-Saxon defeat.

Finally, ~~the~~ another reason why I disagree with this statement is due to Norman military superiority and its role it played on Harold's defeat. The Norman army had many advantages over the Anglo-Saxons. For example, the soldiers were better trained ~~and~~ than Harold's soldiers. The Anglo-Saxon army was majority made up of the part-time fyrdmen whilst the skilled housecarls ~~were~~ were a minority meaning overall, the army wasn't very well trained. However the Normans were trained at a central and common organisation meaning many were trained to use the advantageous cavalry as well as archery which had greater range than Harold's javelins. The Normans were also better equipped. In comparison, the fyrdmen were often not even ~~given~~ given swords so had to fight with knives from their houses which was obviously a huge disadvantage for them. This shows that that it was pure Norman army superiority that lead to Harold's defeat as their better preparation meant that they were much better ~~but~~ tactically as well as in terms of skill and ~~and~~ equipment.

Therefore I disagree as this put Harold at a greater disadvantage than his poor leadership as even with good leadership, he was unlikely to win against the superior Norman army.

Overall, I disagree with the statement. This is because ~~although~~ despite Harold's poor leadership contributing to his defeat, it was other factors such as his army's ill-health ~~or~~ as a result of their huge travel by foot and general Norman ^{strategic} advantage that caused his defeat to a greater extent. This meant even with better ^{leadership} ~~preparation~~, it ~~is~~ was unlikely that Harold would have won anyway as a result of these other factors. Therefore I disagree.



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Examiner Comments

This response is an analytical explanation which builds up its analysis throughout the answer. The candidate uses wide-ranging and detailed points of content to provide a clear and compelling judgement in relation to the focus of the question. The judgement is supported throughout the answer. This response was awarded full marks.



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Examiner Tip

Ensure you leave yourself enough time to write a full answer to the essay question; it is worth half the marks on the depth study paper.

Question 1 (c)(ii)

This consequence question was by far the less popular of the two essay questions, with significantly fewer candidates answering it. There were some high-quality responses. However, the majority tended to be in the lower levels. That said, high-achieving responses could confidently discuss the economic, social, and political consequences of introducing the 'forest' for William I. In terms of increased income for William I, they tended to focus on selling hunting licenses, rents from the lands, and fines for hunting/felling or other abuses of the forest under the new Forest Laws. High level responses could recognise that the income received from the forest was less than general taxation. Therefore, it was perhaps not the most significant consequence of the introduction of the forest for William I. Some outstanding responses highlighting the more social/political consequences of the introduction of the forest explain how William was trying to assert his control and dominance over the Anglo-Saxon population rather than increase his wealth (as he earnt more through general taxation anyway).

Some candidates delved into the ideas of the adverse social consequences and the removal of peasants from the lands, and the destruction of village life. There was also consideration of the relationship with the barons and how some barons became resentful, having to now pay for licenses to hunt. Many could appreciate the social deprivation that the forest laws caused, especially to the hunting rights of the villages. Although, few could articulate how these changes caused resentment in the wider Anglo-Saxon population towards their Norman overlords.

Weaker responses found it difficult to have sufficient knowledge and understanding to distinguish between the forest, and general Royal lands. Some suggested locals having to buy food and supplies from William without mentioning taxation. There was some confusion over the focus of the question, with many lower-scoring responses describing the Forest Laws rather than focusing on the consequences of introducing the 'forest'.

I agree with this statement saying it was more of a income for William because the forest Laws were made for William and his friends only. However if you had enough money to pay them, you was allowed in the forest without William's men ~~shutting~~ you or taking you to the king to be publically humiliated.

The only bad thing was if you were poor, you lost out of hunting / poaching therefore ~~to~~ you had to go ~~the~~ to the stalls to get fresh meat with the money ~~if~~ you got which would go to William anyways.

If you didn't have any money at all and you stole you would get hanged which therefore would mean that there was less population, and ~~the~~ ~~with~~ William would increase his taxes higher and the rich would pay more. This was a constant cycle.



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Examiner Comments

This response gives some explanation of consequences of the introduction of the 'forest' with limited analysis for AO2. There is some relevant knowledge provided but with limited breadth for AO1 and there is an asserted judgement. The response meets the requirement of a mid-Level 2 response: scoring Level 2 – 6 marks.



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Examiner Tip

Plan your answer before you start writing; this will help you to develop a consistent line of argument.

The 'forest' owned by William was an extremely large areas of land for his own personal use and no one else's. This increased his income however I think there is other reasons that benefited him more.

A consequence of the 'forest' is that it showed his dominating power over everyone else. For example he owned it all and no one could step foot onto the land without his approval. He also forced people to leave their homes when creating the 'forest' if it was where he wanted it to be. This consequence to the 'forest' perfectly showed his power over the Anglo-Saxons which infuriated them but made them feel powerless.

Another consequence of creating the 'forest' was to have royal land with forest laws that had to be obeyed by everyone. For example if anglo-saxon was to be caught getting food from the 'forest' grounds, they would be severely punished or even killed. This acted as a deterrent and enforced the idea of complying with William out of fear. The introduction of the forest meant William had his own ^{private} land whilst making everyone follow his laws and create fear to retaliate.

The 'forest' can also be seen as a way to increase William's income as it increased taxes and money he received for produce. For example, people had to pay taxes for William to build and maintain the 'forest' but also pay for anything that is

produced from the forest which increases his income as before the Anglo-Saxons and peasants would grow and took stuff as they pleased. However some people still took the risk of not paying so didn't fully increase his income and also had many other sources to gain money.

Even though a consequence of the introduction of the forest can be seen to increase William's income as he got money from selling things grown on the land. I think that his power over everyone from having his own private land is the main consequence of the 'forest' as it not only made people comply with his laws but also create fear to go against any.



This response provides several consequences of the introduction of the 'forest' and there are some links to the conceptual focus of the question. The candidate reaches a judgement on the question asked and brings in valid specific knowledge to support their points. This response scored Level 3.



Consider factors and weigh them up to consider 'how far' as part of your judgement.

Paper Summary

Based on the performance seen on this paper, candidates are offered the following advice:

- Ensure that you revise content from all the sections on the specification.
- Take care to learn the topic-specific vocabulary and practise using it.
- A secure understanding of chronology is fundamentally important: carefully check the date ranges used in questions.
- Use your time wisely – don't write too much for Q1a.
- Aim to write something for every question, even if it is just general knowledge about the topic: every mark counts.
- Demonstrate depth of knowledge by including specific evidence where possible; this could include names, dates, statistics or events.
- Remember that the 16-mark question asks you to evaluate the statement in the question.
- Plan your answer so that you develop a consistent line of argument.
- Structuring your answer into paragraphs will make your line of reasoning clearer.
- If you run out of space, continue your answer on an additional sheet of paper and indicate this clearly in your booklet.

Grade boundaries

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