



# **Examiners' Report June 2023**

**GCSE History 1HI0 B2**

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June 2023

Publications Code 1HI0\_B2\_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 siege of Rochester Castle in 1215. 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 on the exam paper to guide them on how much to write. Some candidates wrote 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 satisfactory, but it was clear that there was a divide between those who knew about the siege and those who did not. There were also a few blank responses.

Strong answers could identify and add detail to two features of the siege, and most commonly, candidates referred to the tactics involved, such as the use of siege engines and pig fat to facilitate the undermining of the wall/tower of the castle. Some candidates also recognized the strategic advantage of Rochester Castle on the road between London and Dover and that it was a success for John, who besieged the rebel Barons inside. Some weaker responses referenced more general content about the Baron's rebellion and how the Barons were angry with King John.

Some candidates who misunderstood the question mistakenly wrote about Prince Louis' seizure of the castle in 1216 or mixed up the chronology of the tense situation between King John and the Barons and wrote about how this led to the signing of the Magna Carta and King John's death from dysentery. Some common errors that were not credited were references to Clifford's Tower in York or Chateau Gaillard.

A common misconception was the confusion between King Richard and King John and comments on King Richard's attacks on Saladin during the Crusades. Some also referenced King John's reign in general, which was not credited.

1 (a) Describe **two** features of the siege of Rochester in 1215.

(4)

Feature 1

One feature of the Siege of Rochester in 1215 was that John utilized trebuchets or other catapulting machines to wear down the walls, ~~but~~ ~~the~~ ~~castle~~ ~~was~~ ~~not~~ ~~broken~~ ~~down~~ ~~and~~ ~~led~~ ~~to~~ ~~the~~ ~~capture~~ ~~of~~ ~~the~~ ~~castle~~ ~~in~~ ~~November~~ ~~of~~ ~~1215~~. ~~It~~ ~~was~~ ~~very~~ ~~effective~~ and led to the surrender of the castle on November of 1215.

Feature 2

A feature of the Siege of Rochester in 1215 was that John wanted to ~~take~~ ~~over~~ ~~the~~ ~~castle~~ as it was a strategically placed and was defensible. He thought it would aid him in his war against the Barons.



**ResultsPlus**  
Examiner Comments

This response clearly identifies two valid features: The use of siege machines and how King John wanted to take over. In each case, both features are supported with additional explanation and detail. 4 marks.



**ResultsPlus**  
Examiner Tip

Use your time wisely; don't write too much and use separate sentences to identify the feature and to provide additional detail.

1 (a) Describe **two** features of the siege of Rochester in 1215.

(4)

Feature 1

One feature of the siege of Rochester was that it was attacked by John's barons. The 36 barons and many knights who rebelled against John decided to start a siege upon Rochester castle as it was ~~an~~ one of King John's strong points.

Feature 2

Another feature of the siege of Rochester was that it was a consequence of the failure of the battle of Bouvines. Due to King John's poor leadership and the thousands of pounds that he had spent on it, many ~~one~~ of his followers decided to turn against him and begin a siege.



**ResultsPlus**  
Examiner Comments

There are some inaccuracies in this response, but the candidate was not penalised. This response correctly highlights that the barons were rebelling and then gives valid background that is linked to the rebellion/siege. This response scored 3 marks.



**ResultsPlus**  
Examiner Tip

Make sure each feature and development are correct and relevant to the specific question asked.

1 (a) Describe **two** features of the siege of Rochester in 1215.

(4)

Feature 1

one feature was barons rebelling. this was more barons had enough of Johns terrible kingship.

Feature 2

A ~~see~~ second feature was John losing control. John lose control as more barons joined in when they realised others had had enough.



**ResultsPlus**  
Examiner Comments

This response correctly identifies and adds some detail to one feature. The second feature is a repeat of the first so is not credited. This scored 2 marks.



**ResultsPlus**  
Examiner Tip

Ensure you include two different features and developments in your answer for Q1(a).

## Question 1 (b)

This question asks candidates to explain causation and, in this case, why towns were important for the economy in medieval England. The overall standard of responses was strong, and it was pleasing to see candidates achieving full marks. Most candidates wrote confidently about markets and taxation in generating income. Many also highlighted the role of freemen in facilitating trade, and some could explain the role of Jewish people in moneylending, towns gaining Royal Charters and foreign trade in increasing the economic power of England abroad. Wool was a focus for those who considered the role of international trade in coastal towns. High-scoring responses could recognise the interdependency of different town life elements and clearly explain how they collectively contributed to a thriving economy.

Weaker responses tended to focus solely on the stimulus points, especially markets and their role in helping people buy and sell goods, increasing tax revenue for the King. The general role of the town in supplying employment opportunities was also commonly commented on. There was, however, quite a bit of confusion over town guilds, with some candidates mistakenly commenting on guilds protecting towns. That said, those who did understand the role and importance of town guilds did so well and could consider the ideas of apprenticeships, facilitating trade and increasing the skill set of those involved. Fees and taxation were also linked to town guilds.

Some responses were unable to explain why towns were important for the economy but focused on describing medieval life in general, with comments on the role of the church and crime within towns being common. Some also went into detail about the Feudal system and the role of farmers/peasants in the countryside, which were difficult to credit due to their lack of relevance to the question.

(b) Explain why towns were important for the economy in medieval England.

(12)

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

- town guilds → Jews
- markets

Royal demesne  
Jews

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

One of the reasons why towns were important for the economy in medieval ~~any~~ England was because of markets. People paid money to the king for tables to put their goods on, and their goods were weighed to pay to the king. This meant the king already made money through the hiring of equipment. People bought and sold goods, especially peasants in villages who didn't have access to such things. Mercenaries also came and paid the church for a place to stay while travelling. Markets ~~at the coast~~ near ~~the~~ the coasts of England were also heavily popular for ~~inter~~ international trade with wool (one of the best global incomes of England at the time). This meant markets were highly vital for the economy in medieval England.

Another reason is because of the Royal demesne. The king owned 20% of all land called the Royal demesne. All the ~~towns~~ royal towns ~~in~~ and people in this area had to pay the king tallages to stay on the property. The king could boost the tallages ~~at~~ at any given moment as there was no limit. This meant that the king was able to tax Jews heavily who were often wealthy money-lenders.

For example, the jews raised ~~£~~ £44,000 in tallages on ~~and King John used~~ and this could be all justified by the King as he said he was giving the jews protection as they were hated by christians in the country. This made the royal demense town very important for England's economy.

Another reason is because of town churches. ~~The~~ Town churches organised many events such as fairs, archery, bowling which they had to pay the king in order to do. They also were made to be the social place for towns which meant other things like merry-making took place. This meant a lot of equipment and ale was drank, and ale was very expensive which meant more money went to the economy. Churches were very wealthy themselves as they earnt money from owning 25% of all land and people working on these lands. This made the ~~church~~ town churches very important for England's economy.



**ResultsPlus**  
Examiner Comments

This response goes beyond simply describing events or examples; it is an analytical explanation which is directed consistently at the conceptual focus of the question with a coherent, sustained and logical structure. It shows wide-ranging knowledge and understanding of the period, scoring Level 4 – 11 marks.



**ResultsPlus**  
Examiner Tip

Be clear on how each point relates to the question.

(b) Explain why towns were important for the economy in medieval England.

(12)

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

- town guilds
- markets

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

Towns were important for the economy in medieval England because of markets. Many markets ~~were~~ were set up in the town where merchants would ~~sell~~ trade with the people living there for an income. Medieval England had very few ~~to~~ urban areas and people were very spread out so towns meant people could come together to sell goods to earn a living. Trading was important for the economy as people had very little money due to high taxes, due to the multiple crusades and the ransom that had to be paid, so people traded animals for their farms and crops that they had grown to earn money and contribute to paying taxes which would increase the economy.

The economy continued ~~to~~ to be stable due to the guild system. Peasants would work in town and on the land of barons. With their work they would receive a small income and

gain land from the knights. The knights would fight for the barons and in return be gifted land by the barons. Similarly the barons would work the king and receive large areas of land from him. This system kept the economy stable and made sure everyone was working and receiving an income, although some were much higher than others. The town was a communal space for people in medieval times to convene and work as that is where there was the highest density of people in one area, making communication and trade easy. Although the guild system proved to not work in some areas as it was very difficult to move out of the role you were born in. For example very few peasants managed to become knights, causing the system to be unfair as people could not progress from where they started. This was important for the economy ~~in~~ in Medieval times as towns were a central point.

Towns were also important for the economy in medieval times as this is where farmers often based themselves around. Medieval towns were relatively small and there was lots of land surrounding them so farmers would split up

the land between them and build their farms there where they would graze their animals and grow crops. The towns were the centre point of this so they were easily accessible to the farmers who would go there to sell their crops and animals. Having these medieval towns situated on flat land surrounded by land meant farmers did not have to commute so far to sell their products. This meant they could gain more money as they could trade more often and to more people at a time. This kept the economy much stronger through having a town which was easily accessible.



**ResultsPlus**  
Examiner Comments

The response includes relevant and accurate knowledge on markets and trade, however the points on town guilds are confused and inaccurate. There is an attempt to link the points to the conceptual focus of the question. This response scored mid-Level 3.



**ResultsPlus**  
Examiner Tip

The stimulus points are there as a guide, there is no need to use them if you are not familiar with them.

(b) Explain why towns were important for the economy in medieval England.

(12)

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

- town guilds
- markets

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

Towns were important for the economy because people had to get things like food to live and go do stuff in their town. ~~It was~~ That was good because it was able to get money for everyone who owned the market and pubs and everything else so they can get extra money to afford something else.

A second thing why towns are important is because it allowed people to meet others they haven't seen before and go shopping or do go to the pub together ~~to~~ as they get along better meaning more shop owners get more money and at the same time everyone else is happy meeting new people to enjoy ~~it~~ with.



**ResultsPlus**  
Examiner Comments

There is some limited knowledge and understanding in this response; it does attempt to link points to the conceptual focus of the question. This response is a Level 1 answer.



**ResultsPlus**  
Examiner Tip

Try to bring in specific own knowledge to support your points.

## Question 1 (c)(i)

This question was the less popular of the two essay questions focusing on the second-order concepts of similarity and difference; it was successfully answered to a high level, with very few lower-level answers.

High-achieving responses could confidently discuss a range of similarities/differences, including the role of high taxation in both reigns, kingly relationships with the barons and the church, and the amount of time spent in England. Some considered King John's use of arbitrary powers and the maltreatment of the barons as a clear difference from his more successful brother King Richard. High-scoring responses included very precisely selected knowledge to explore the reigns of both kings equally, interwoven with a strong analysis of how this knowledge demonstrates that the respective governments were similar and/or different.

Most responses displayed good knowledge of one or both kings, with comments at the end of paragraphs linking back to the conceptual focus of the question. Those that made effective comparisons tended to do so throughout their writing, dealing with the question topically rather than monarch by monarch; this was the more successful approach. Some highlighted the Magna Carta as a pivotal event that showcased the contrasting approaches of the two kings, with John's failure to keep the barons on-side portrayed as a key difference between him and King Richard.

Many weaker responses focused on John being a 'Bad King' who abused his people with excessive tax and brutal control, while Richard was a 'Good King' defending the realm from Saladin in the Crusades. Many did mention the ideas of tax, sheriffs, alliances, 'new men', the courts and religion. However, some struggled to fully synthesize an analytical answer, instead relying on listing factors or dealing with each king one after the other, limiting their ability to compare in depth.

Some common misconceptions were that John was on a crusade in the Holy Land (or in Normandy), and others mixed up the actions of Richard and John, especially where Normandy and alliances abroad were concerned.

I somewhat agree that the England government during Richard I was similar to John because for starters both had high taxation to the government from the people and both had richer governments than people which led to the people hating the government during both of their reigns.

However during the reign of Richard I his government, his barons <sup>all</sup> liked him except one. and he was even best friends with one baron. the government supported Richard I and believed he ~~was~~ was ~~the~~ rightfully king. This was the opposite for John because he ~~very~~ quickly ~~did~~ lost all fortune the royalty had and this made him raise taxes on everyone even his barons, his government this caused them all to dislike him

as they were not getting anything which led to his barons committing treason and ~~went~~<sup>going</sup> against him.

overall I mostly disagree with this statement as the government during the Reg~~y~~ of Richard I was much better and happier with there king the the government during the reign of John ever were.



**ResultsPlus**  
Examiner Comments

This response gives some explanation of similarity/difference with limited analysis for AO2. There is some accurate and relevant information provided for AO1 and there is an insecure/asserted judgement. The response meets the requirement of a Level 2 response, although it is limited in breadth: scoring Level 2 - 7 marks.



**ResultsPlus**  
Examiner Tip

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

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

Question 1(c)(ii)

I strongly ~~disagree~~ ~~with~~ ~~the~~ disagree with the statement that the reign of Richard I was similar to the reign of John.

The main reason why their reigns were not similar was the relationships and reputations both kings had. King Richard was known for being called an "lionheart" whereas John was called a "softsword".

This was because Richard had maintained a good relationship with most people. Even though he only spent six months in England during his reign of ten years, barons had no issues with him. He also had a good relationship with the Pope, which John didn't, he ~~was~~ ~~the~~ brought the country in a state of interdict, and was even excommunicated in 1208. Furthermore, ~~the~~ John's barons being annoyed with him continuously shows his arrogance. In 1214, John's two barons, De Vespi and Fitzwalter, had even used Llewelyn (from Wales) to try and assassinate John. Hence, I strongly believe that their

reigns were massively different.

The second-most important reason why their reigns were not similar was the military skills that they both possessed. Richard had been the Duke of Aquitaine since he was <sup>fourteen</sup> ~~14~~ and was well trained in battle. However, John, because of primogeniture, had grown up training to work in the church. This meant that they would inherently have different military skills. While Richard took part in the third crusade ~~in~~ in 1190, and even gained Normandy back ~~in~~ after his release ~~in~~ in 1194, John couldn't even gain Normandy, and <sup>at Philip II's hands.</sup> suffered a large defeat. This shows how their reigns were different, and also shows how ~~the~~ people's opinions of them were different. Richard ~~is~~ had a reputation of being a valiant, brave soldier, whereas John did not. Hence, I strongly believe their reigns were different.

Lastly, their reigns were not similar because of the different ways they raised up money. John raised money just to

waste it all whereas Richard didn't. John had introduced the tithes in 1207, he had confiscated ~~some~~ a lot of church property after the interdict. He was also very strict about this, and was forceful. He starved the eldest son and wife of a close friend and baron William Desrozay after he failed to pay back £5000 to <sup>John</sup> ~~Richard~~ for a piece of land in Ireland. ~~Richard~~, King John had also famously spent £700 on Christmas robes. This provoked ~~some~~ behaviour and so arbitrary power dignified from Richard. He also took <sup>large</sup> taxes, but when he increased them, for example when he increased the Saladin Tithe in 1199, there was usually a strong reason to do so. Furthermore, ~~he~~ <sup>he</sup> spent the money on useful things, such as the grand Chateau Gaillard, <sup>(worth £12000)</sup> and ~~the~~ regaining Normandy. However, some may argue that Richard was also ruthless with taxes. He had created the Royal Demesne, and even during his ~~to~~ capture, the country had to pay up 100,000 marks for his release. But, I would argue <sup>which was</sup> ~~the~~ <sup>\* the crusade.</sup>

that ~~the~~ he did strategically plan this, because the second he was released in 1194, he went to Normandy and won the land. He always showed results after ~~the~~ he taxed people, whereas John didn't, and was eventually <sup>criticised</sup> ~~attacked~~ for it in 1215, during the signing of the Magna Carta. Hence, while they both did have high taxes that drained the country, Richard proved that the taxes were used for something beneficial.

To conclude, I believe that there are not many similarities between the two kings. One is quite brave, strong and strategic whereas the other is selfish and incapable. Hence, the difference in their reigns are evident and stark, so I strongly disagree with the statement.



This candidate has written an analytical explanation which focuses on the conceptual focus of the question throughout the response. It uses wide-ranging, specific knowledge to support its points and it reaches a well-reasoned and supported judgement. This response scored Level 4 in all aspects, full marks.



Ensure the supporting detail used is relevant and specific to the question asked. Planning your essay before writing it can help you choose what evidence to use in your answer.

## Question 1 (c)(ii)

This was a popular question, and although there was a variety in the quality of responses, the general response level was high. Most candidates found the question accessible and could approach it confidently, and most enjoyed the second-order concept of causation.

Many high-achieving responses could provide in-depth knowledge and details in a coherent and logical structure with sustained arguments. Many referenced not only the initial religious reasons for going on the crusade, such as regaining the Holy Land and fulfilling their devout Christian duty of defending the birthplace of Jesus Christ, but they could also discuss the positive personal implications of receiving a full indulgence allowing their soul's direct access to heaven. There was an understanding of the great significance of this for the medieval population of England with consideration of life expectancy and the deeply pious nature of society at this time. There was a good understanding of the papal bull's issuing and the papacy's role in encouraging the Crusades.

Many candidates could go into depth on the financial positives of going on crusades, such as avoiding the Saladin Tithe and liquidating personal debt. There was also discussion of the issues of primogeniture for second sons and the want of possible riches from the East. There was also some discussion of the propagandistic elements of conscripting forces to fight, highlighting the issues of revenge on Saladin for the Battle of Hattin and the desecration of the True Cross.

Some less effective responses focused on the idea of looting to gain personal wealth and reputation. And some candidates found the idea of Knight Service problematic. Many vaguely understood what it meant, and others began to write about the feudal system. Many of these issues, although vaguely relevant, were not sufficiently developed or directly linked to the question. Some common misconceptions were that peasants were forced to fight or could use the crusade to move up the social hierarchy of the time. There was also some confusion over which Pope offered the full indulgence.

I mostly agree that religion was the main reason many people ~~8~~ in England supported the crusaders because of its huge influence within medieval Britain, and how devoted<sup>to</sup> christianity people were. ~~7~~  
fundamental

One reason why many people supported the crusades, and even were crusaders themselves was because of their strong christian beliefs. ~~8~~ The pope had offered anyone who went on crusade that they would receive full 'indulgence' and would not attend purgatory. This meant they supported the crusades because they were willing to display their deep religious beliefs, as well as believe they have earned a guaranteed spot in 'God's paradise by dying or fighting for their 'saviour',  
reason

A second important<sup>1</sup> that many people supported the crusades was in to take revenge on the muslims who they believed

'Stole' their holy land. After the Muslims took over the holy land of Jerusalem, the English were determined to win it back and control it. ~~They~~ They became angry at the Muslims. Therefore, many English people supported the crusades because they wished to avenge their God by taking Jerusalem back from the Muslims who had incited anger and jealousy within them. However, you could argue that still was to a religious element of motivation so is therefore not as significant as my first point.

A final contributing reason many people in England supported the crusades was to earn respect. By going on crusade, people were able to fulfill their knight service to the king, which was a required period of serving in the king's army. By doing this they earned respect and honour from others in England. This meant more people supported the crusades as they felt proud to act in such a valiant manner. This is not as significant as religion as it was just a personal

benefit rather than the ~~other~~ broader significance of religion.

Ultimately, religion was the most important aspect of ~~the~~ why English people supported the crusades ~~to~~ because it also is an influence in other factors like revenge and the reward of heaven was regarded as the highest honour.



**ResultsPlus**  
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 for AO1, and an overall judgement is made with some justification. This response meets the requirement for Level 3, scoring Level 3 – 11 marks.



**ResultsPlus**  
Examiner Tip

Be sure to weigh up factors and consider their significance in a 'how far' question.

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

Question 1(c)(ii)

I agree with the statement because Christianity was a very big thing during <sup>the</sup> medieval period because of the holy land of Jerusalem and being able to capture it would be a great thing for Christians as they believed that Jesus was ~~born~~ <sup>born</sup> in ~~the~~ Bethlyhem and to save/prevent them from going to hell.

I agree with the statement, because of primogeniture the eldest son would inherit all of the money or house and going on a crusade will allow the younger son to claim primogeniture and would clear him of his sins.

<sup>disagree</sup>  
I ~~agree~~ with the statement because if you went ~~on~~ a crusade you would be treated with respect and all /any debts will be cleared sins will also be cleared so maybe some went on a crusade to get themselves out of a bad situation.

In conclusion I think that the main reason why people went on crusade was for religious reasons soon as trying to re-claim the holy land for christians to worship.



**ResultsPlus**  
Examiner Comments

This response is very brief, but it does mention relevant aspects of content and attempts to show links to the conceptual focus of the question. The analysis and amount of evidence used is limited. This is a level 2 response.



**ResultsPlus**  
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.

## 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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