

# **Examiners' Report**

## **June 2023**

**GCSE History 1HI0 B4**

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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 1(a) 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 contextualise 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 1(c), 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 Q1(b), 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 candidate'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 struggled to apply this to the second-order concept dictated in the question, often describing the 'how' or the '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, Q1(a) uses a points-based mark scheme, while Q1(b) and Q1(c) are marked using 'best fit' against a levels of response mark scheme. Progression in AO1 is shown by the candidate'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. Centres 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)

In Q1(a), candidates were asked to describe two features of government in Early Elizabethan England. The majority of candidates were able to identify two aspects of government in this time period. Popular answers included identifying that Elizabeth was queen, that there was a Parliament and that there were Justices of the Peace. The development of each feature generally described the function of the feature identified, so – Elizabeth was queen and held the power to make laws and appoint and dismiss ministers; Parliament met rarely to pass laws and raise taxes for the queen; Justices of the Peace were responsible for governing in their local area. A number of answers identified key individuals involved in government, for example Robert Cecil, which was credited. It was also noted that a number of answers referred to religious divisions within government, which was also an acceptable approach.

There were a number of answers where candidates had repeated themselves, either by rewording their first feature or in supporting a different second feature. A common but unrewardable approach included describing the punishment of criminals during the Tudor era or the treatment of the poor during this time period, without providing any specific government context.

The vast majority of answers were well-structured to meet the demands of the mark scheme and it was rare that answers were continued on additional paper, demonstrating that candidates have been generally well-taught on how to approach the question and the importance of not spending too much time on it.

The examiner team commented that there seemed to be a high proportion of blank answers this year. It is worth reminding candidates that there are many possible avenues to achieving marks on this question and that any relevant content will be credited.

1 (a) Describe **two** features of government in Early Elizabethan England.

(4)

Feature 1

They advised the monarch on how to rule the country economically.

Feature 2

they consisted of high class, wealthy and educated men.



**ResultsPlus**  
Examiner Comments

The candidate has identified two key pieces of information relevant to the question. There is not contextual information or supporting evidence. Therefore, this answer scores 2 marks.



**ResultsPlus**  
Examiner Tip

Ensure that each key fact is backed up with a supporting piece of evidence. For example, in the second feature, the candidate could have named some examples, eg William Cecil.

1 (a) Describe **two** features of government in Early Elizabethan England.

(4)

Feature 1

one feature ~~was~~ of government was parliament. They were ~~not~~ called by Elizabeth, but they were place to go to it you needed a loan.

Feature 2

Another feature was the Justices of Peace. They were in charge of collecting poor relief.



**ResultsPlus**  
Examiner Comments

This candidate has demonstrated good knowledge of parliament and its limited role; perhaps 'loan' is not quite the right word in the first feature, but the candidate has not been penalised for that. The second feature is a good example of where treatment of the poor has been credited, as it has been used as an example of the duties carried out by the Justices of the Peace. This response scored full marks.



**ResultsPlus**  
Examiner Tip

There are no specific key features required for answering Q1a: all features relevant to the topic are rewardable.

1 (a) Describe **two** features of government in Early Elizabethan England.

(4)

Feature 1

One feature of Elizabethan government was the secretary of state. Elizabeth's secretary was William Cecil and he advised her on ~~an~~ a political matters.

Feature 2

Another feature of Elizabethan government was JPs. They made sure that the privy council and monarch's rules were followed in all areas of England.



**ResultsPlus**  
Examiner Comments

The candidate has described two features of government in Early Elizabethan England, backing each one up with supporting evidence. In the first, they name the secretary of states, while in the second, they describe the work of the Justices of the Peace. This answer scored full marks.



**ResultsPlus**  
Examiner Tip

The use of subject-specific key words and named individuals is to be encouraged, particularly in low-value questions like this where they help to demonstrate good subject knowledge succinctly.



## Question 1 (b)

In Question 1(b), candidates were asked to explain the reasons for the execution of Mary, Queen of Scots. They were given the stimulus points of the Privy Council and Mary's claim to the English throne. Many candidates were able to extrapolate accurately from the latter, identifying the reasons for Mary's claim and the threat this posed to Elizabeth. The stimulus point on the Privy Council was less robustly developed. In many cases, references to the Privy Council were limited to a vague explanation of the pressure they placed on Elizabeth towards the end of the Mary's life.

Nevertheless, it was clear that subject knowledge around this topic was strong. At Level 4, candidates displayed an impressive array of detailed knowledge which addressed the question directly. A common approach was to identify Mary as a figurehead for Catholic rebellion and then exemplify this through explaining her role in the plots. A feature of Level 3 answers was to consider each plot or point of content as a separate cause of her execution, without considering the interplay among the causes, which generally led to weaker analysis.

A large number of responses focused specifically on the Babington plot as the last significant event leading to Mary's execution; a small subset of candidates were also able to explain the importance of the Throckmorton plot and the Bond of Association. A rare but welcome point of content was the Act for the Preservation of the Queen's Safety and its direct link to Mary's execution. This level of detail was not required to achieve the top mark, but it was very pleasing to see such specific knowledge. This is clearly a topic that is well-taught.

In terms of structure, it was clear that most candidates had been taught to write about a range of content, split into separate paragraphs. A point-evidence-explain structure was common, although there were other successful approaches, including a more narrative style that set out the chronology of Mary's time in England. At Level 4, there were some excellent examples of analytical explanation, where candidates drew on several points of content to support their reasoning. In Level 3, it was typical for candidates to explain different ways that Mary threatened Elizabeth and then add a brief comment about how this led to her execution. Level 2 answers were most likely to describe a relevant aspect of content but fail to make a rewardable link between it and her execution; at this level, candidates were most likely to focus on why Mary posed a threat to Elizabeth, rather than why she was executed. At level 1, candidates usually made simple comments related to Mary, listing the plots or describing the issue of Elizabeth's legitimacy: while candidates showed some strong knowledge of the delicacies of Elizabeth's parentage, this was rarely creditworthy.

There was a gratifyingly low number of misconceptions. The most common of these was confusion between Mary Stuart and Mary Tudor, but it is noted that the scale of this confusion was miniscule compared to previous series. In the vast majority of answers, candidates knew plenty about Mary Stuart and were able to perform well against AO1, with the limiter being their ability to link their knowledge to the conceptual focus of the question and thus fail to achieve comparably against AO2.

(b) Explain why Mary, Queen of Scots, was executed in 1587.

(12)

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

- the Privy Council
- Mary's claim to the English throne

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

- tried to get people to be on her side
- Catholic
- involved in Plots to kill Elizabeth

~~Mary was~~

One reason to why Mary Queen of Scots was executed was because she was a Catholic and wanted England to be a Catholic country although Elizabeth was a Protestant queen. She tried to get people to follow what she wanted and become Catholic.

Another reason why Mary Queen of Scots was executed was that Mary wanted the throne so desperately that it put Elizabeth ~~was~~ at threat. Mary was Elizabeth's cousin and she wanted to be Queen of England.

Mary was part of some of the plots ~~to~~ to kill ~~and~~ or overthrow Elizabeth like ~~the~~ the Throckmorton and Babington plots. Elizabeth didn't want to ~~execute~~ ~~kill~~ her cousin but after Mary's attempts to overthrow Elizabeth she saw that she was at threat and had no choice.



This response demonstrates some knowledge and understanding. It is lacking in detail but has clearly been carefully selected to address the conceptual focus of the question, as particularly well-evidenced at the very end of the response. There is limited analysis with some development. This response scored just into Level 3.



Aim to structure your work into paragraphs and link each one to the conceptual focus in the question.

(b) Explain why Mary, Queen of Scots, was executed in 1587.

• Babington Plot (12)

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

- the Privy Council
- \* Mary's claim to the English throne

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

One reason was because of the Babington Plot. This plot included Babington and six other Catholics murdering Elizabeth, freeing Mary and putting her on the throne. ~~However~~ Mary had a role in this plot, as well as the two previous plots beforehand - the Ridolfi and Throckmorton Plot. Elizabeth was reluctant to have Mary executed at first, however after three plots and a revolt Mary was executed because she posed too much of a threat. ~~Therefore~~ <sup>greatly</sup> influenced the execution of Mary, Queen of Scots.

A second reason was because Mary was a figurehead for opposing Catholics. Mary had a distant claim to the English throne and was Elizabeth's only heir - Elizabeth's own legitimacy was questioned. As well as this, Mary was Catholic in a Catholic ~~or~~ -majority country that was previously reigned by a Catholic queen. This meant that Elizabeth's crown was threatened by Mary and those who saw her as a figurehead. Additionally, Mary was ~~to~~ her only heir and Catholic, which posed a threat to <sup>Elizabeth's</sup> religious settlement even



after death. These reasons therefore led to Mary's execution.

A third reason for <sup>Mary's</sup> execution was that she influenced the threat of foreign powers. Philip II of Spain and the Pope at the time were both involved in the three plots to overthrow Elizabeth; Philip II ~~told~~ said to prepare 1,400 men is necessary in the <sup>Ridolfi</sup> ~~Plot~~ plot and the Pope opposed Elizabeth ever since he excommunicated her in 1570. Philip II was the king of a very powerful empire and the Pope held a lot of influence, so Elizabeth's position on the throne was threatened immensely. Because the two <sup>foreign powers</sup> were influenced <sup>the existence of</sup> by Mary to oppose Elizabeth, Mary was executed to stop their threat.



**ResultsPlus**  
Examiner Comments

This answer focuses consistently on the concept of the question. Each paragraph begins with a clear statement explaining why Mary was executed and then exemplifies that reason with a point of content. The knowledge and understanding are wide-ranging with a good level of detail. This answer met all the criteria for a Level 4 response and therefore scored full marks.



**ResultsPlus**  
Examiner Tip

Ensure that you are providing a clear answer to the question and selecting evidence to support that answer. This will help you to construct an analytical explanation.

(b) Explain why Mary, Queen of Scots, was executed in 1587.

(12)

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

- the Privy Council
- Mary's claim to the English throne

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

There are many reasons ~~as to why~~ that explain why Mary queen of scotts was executed in 1587. One reason was Mary's claim to the English throne. Mary queen of scotts (MQOS), was the granddaughter of Margaret Tudor who was the sister of Henry VIII's father to Elizabeth I. This in turn made Mary the second cousin of Elizabeth. And unlike Elizabeth, there was no question of her ~~legitimate~~ claim to the English throne. This was a threat to Elizabeth due to her legitimacy being questioned mainly by Catholics, ~~who~~ whom also despised the Protestant religion Elizabeth had installed in the nation. And so there was a fear amongst Elizabeth's Privy Council, and from Elizabeth that English and foreign Catholics could depose Elizabeth, installing the legitimate and Catholic Mary ~~MQOS~~ MQOS on the throne.

And so to prevent this possibility, MOOS was executed to preserve Elizabeth's power and place on the throne due to the closer risk of letting MOOS reside in England any longer.

Another reason was due to Elizabeth's Privy Council. The Privy Council, of whom advised the queen upon matters of her dealing, were fearful of Catholic revolt and the deposing of Elizabeth from her throne. In fact, they had passed the Act for the preservation of the Queen's safety in which that it was stated that in the event of Elizabeth's demise ~~at the hands~~ of Mary was to be barred from the line of succession of the English throne ensuring Protestantism would remain in England. In addition this, in 1586, Mary had been implicated in a plot to depose Elizabeth from her throne by Francis Walsingham, the Secretary of State who was the head of the privy council. ~~The~~ After exposing of the plot proved Mary was guilty of treason against Elizabeth, and so was liable for execution. Reluctantly, Elizabeth signed Mary's death warrant, in February of 1587.



One final reason as to why Mary was executed in 1587 was due to the fact that she had been found to have been implicated with several plots to depose Elizabeth. In 1569, the revolt of the Northern Earls occurred in which Catholic Lords in the North such as Thomas Percy and Charles Neville, rebelled against Elizabeth with a goal of deposing Elizabeth and marrying the recently arrived in England at the time Mary with the Duke of Norfolk, reinstating Catholicism in England. The plot failed however. But again in 1577, the Ridolfi plot intended for the marriage of the Duke of Norfolk & Mary, to depose Elizabeth. Both the afore-mentioned plots as well as the later Throckmorton (1583) and Babington Plot (1586) were supported by foreign Catholic powers such as the pope and Philip II of Spain. Highlighting the danger of keeping Mary alive in England, as she posed a threat to Elizabeth evident by her proposed involvement in many treasonous plots against Elizabeth, and so, that is why in 1587, Mary was executed to preserve Elizabeth as the Queen of England.





This response demonstrates wide-ranging knowledge and understanding of the reasons for Mary's execution. The points of content chosen are synthesised to show how factors combined to cause the event, for example, by explaining how Mary's claim to the throne led to increasing fear among the Privy Council.



One possible route to Level 4 is by grouping points of content together to support an overall statement in relation to the conceptual focus of the question.

## Question 1 (c)(i)

Q1(c) required candidates to analyse a statement related to a debate from the topic and reach an evaluative conclusion. Where candidates achieved Level 4, this evaluation was most often evidenced throughout the essay, demonstrating linked analysis and showing nuance. Conclusions usually involved discussion of the conceptual focus and a weighing up of the different evidence to reach an overall judgement. Responses in Levels 2 and 3 often included a judgement, but this was often stated or repetitive, without supplying justifications or selecting criteria that were relevant to the question. These responses also typically failed to display a running judgement throughout their answer, instead giving evidence relevant to the question and not analysing that evidence in relation to the question.

Unusually, the options for Q1(c) this year proved to be equally popular. Slightly fewer candidates addressed Q1(c)(i) but there was a very even spread. In both cases, less well-prepared candidates occasionally attempted to draw on content from one option to answer the other and it was noted that this produced a number of confused responses.

Q1(c)(i) had a causation focus. Candidates were asked to assess whether political rivalry was the main reason for direct English involvement in the Netherlands from 1585. The stimulus points provided were the threat of Spanish invasion of England and Protestantism. This question drew on content from the second part of the specification.

In general, this question was well-answered, with a majority of candidates able to express some relevant content, either prompted by the stimulus points or from their own knowledge. Popular content from the latter category included consideration of the commercial relationship between England and the Netherlands; the impact of privateering on the relationship between England and Spain; the Treaty of Joinville and subsequent Treaty of Nonsuch; and worsening relations with Spain due to events such as the Genoese loan affair and Elizabeth's excommunication.

It was common for candidates to organise their answer into political, religious and commercial rivalry, which is unsurprising, given that this is how this topic is laid out in the specification. It was also common for candidates to focus on the reasons for direct conflict with Spain: this was an acceptable approach as long as it was clearly linked to increased English involvement in the Netherlands.

At Level 4, responses took an analytical approach, comparing different points of content that were often grouped under a wider classification, eg political events. At the top end there were some impressively strong answers where candidates were able to synthesise a judgement to demonstrate how factors combined to build up over time, indicating England's slow slide into direct involvement in the Netherlands across a period of decades. Common criteria for evaluation included long-term/short-term or the extent to which events increased the threat to Elizabeth.

In Level 3, candidates generally demonstrated good knowledge and began to make comparisons among the different causes of conflict, with brief analysis or simplistic judgement of their relative importance. This approach raised candidates out of Level 2, where the answer was more likely to be a narrative of relations between Spain and England across the time period, rather than assessing their impact. However, good knowledge was also demonstrated at this level, showing that candidates generally have a good knowledge of this area of the specification.

At Level 1, candidates were most likely to identify some causes of conflict between Spain and England, without making an explicit link to England's involvement in the Netherlands. There were some misunderstandings about the religious affiliation of the Netherlands. A number of candidates wrote at length about the Spanish Armada or the raid on Cadiz, which was permissible content only when carefully linked to increased English involvement in the Netherlands – this was, therefore, very rarely rewarded.

Examiners noted that, in lower scoring responses, it was not uncommon for candidates to use the spelling 'Neverlands'. Much like the various spellings of Anne Boleyn, this is perhaps a symptom of them hearing the word spoken more than they have written it down.

I partially agree with this statement, as an overall increasing threat was present from Spain and Catholics in England, which put pressure on Elizabeth to go to war with Spain via direct involvement in the Netherlands in 1585, however, there was also a problem with trade and commerce to the Spanish empire in South America, which could have also been a factor for the English involvement in the Netherlands.

After the Dutch rebellion had started in 1572, Elizabeth agreed to send weapons and support to the Netherlands, and allowed Dutch ships to dock in English harbours. However, after the Duke of Parma sent his army to fight in the Netherlands, it put pressure on Elizabeth to have direct involvement, as if the Dutch were defeated, then Spain would be much more powerful, and would likely invade

England, however if she agreed to direct involvement, it could mean war with Spain which would largely impact England financially. In 1585, the Treaty of Nonsuch was signed, which meant that conflict would go ahead, and English troops would be sent to fight in the Netherlands.

Religious rivalry between England and Spain also was a factor in this, as although Spain had dealt with a Protestant England for over 25 years, tensions were increasing between the two countries as English Catholics were being treated harshly, especially after the Revolt of the Northern Earls in 1569, which caused the executions of over 700 Catholic rebels.

There had also been an increase in piracy around South America, which Elizabeth supported in return for a share of the money. This piracy had originally occurred because England wanted to trade with the Spanish empire, however, they needed a



license to do so, which was hardly ever given, although this wasn't as significant as religious rivalry, which had been going on since 1559, when the Religious Settlement was made in England, piracy still increased tension and played a part in the direct involvement in 1585.

In conclusion, I think that political rivalry between England and Spain did contribute to the treaty of Nonsuch being signed in 1585, however, the continuous increasing religious rivalry suggested that conflict was imminent, and the high religious tensions put pressure on Elizabeth to enter direct conflict, making it a more influential factor in my opinion.



**ResultsPlus**  
Examiner Comments

This response is typical of many Level 3 responses to this question. The candidate is able to provide several causes of England's direct involvement in the Netherlands and there is some link back to the conceptual focus of the question, with a brief analytical comment at the end of each paragraph. An overall conclusion is given, with some justification.



Improve your analysis in relation to the question by evaluating 'how far' each reform described was significant at the end of each paragraph. This will help you to form a more detailed judgement in the conclusion.

I would disagree with this statement as political rivalry was not the ~~route cause of~~ root cause of England's involvement in the Netherlands. However it still played a part in Elizabeth's actions.

On one hand, you could argue political rivalry was the main reason for direct English involvement as the threat of Spanish invasion had been steadily increasing over the years. By 1586, Phillip II had already ~~been~~ begun to plan and assemble the armada, ~~what~~ showing ~~that~~ that political rivalry had clearly led to an escalation of events. Elizabeth's direct involvement in the Netherlands showed she ~~was~~ had no choice but to openly confront Phillip II despite trying to ~~a~~ avoid conflict prior to ~~the~~ those events. By ~~sign~~ signing the treaty of Nonsuch in 1585, effectively putting ~~so~~ England and Spain at war, she directly involved herself in the Netherlands. ~~For~~ The rivalry over the Netherlands and what should happen to the Dutch government played a major role in Elizabeth's decision ~~as~~ and shaping the sequence of events. However, political rivalry ~~did not necessarily~~ was not necessarily the main reason as both nations had ~~other~~ <sup>other</sup> contrasting rivalries with ~~one another~~.



On the other hand you could argue that commercial rivalry was the main cause for England's direct involvement in the Netherlands. When Elizabeth came to the throne, the country was £300,000 in debt. ~~sp~~ Elizabeth realised the wealth and power that the New World had to offer in the form of precious metals and spices and was eager to get her foot in the door. However, Spain dominated and controlled the New World and ~~reaped~~ the rewards. The Netherlands acted as a passage between ~~eng~~ England and the North-At. Atlantic (England's gateway to the New World) so the English <sup>wanted</sup> control, or at least an alliance with the Dutch. Therefore you could argue commercial rivalry was the main cause as Elizabeth was desperate to improve England's economic ~~post~~ situation and be able to compete with Spain's wealth and influence. She felt direct action was necessary if she ~~was~~ wished to expand Britain's empire and increase exploration.

On the other hand, you could argue that religious rivalry was the main cause of England's direct involvement in the Netherlands. Elizabeth  
Religious rivalry between the two nations had been developing since Elizabeth came to the throne in 1558. When the pope excommunicated her in 1570, in response to the religious settlement,



the religious tension between England and Spain had dramatically increased. ~~Altho~~ Prior to 1555-1585, England had only directly involved themselves in the Netherlands. However, in 1584, Spain ~~sing~~-signed a treaty with the French Catholic League called ~~the~~ the Treaty of Joinville. The two parties agreed that they would aim to rid France of heresy (Protestantism). This ~~dis~~ agreement directly threatened England as they ~~were~~ <sup>English</sup> were a Protestant ~~or~~ country. Although Elizabeth had involved herself in religious conflicts, namely the Dutch protestant rebels, she tried to do so in a way that didn't directly aggravate Phillip II. However, this ~~a~~ religiously <sup>directed</sup> based treaty gave her no choice but to directly combat the Spanish ~~or~~ in the Netherlands. Therefore you could argue that religious rivalry with Spain was the main reason ~~that~~ for England's actions in the Netherlands. As it ~~span~~ spanned both the long and short term.

In conclusion, I disagree with this statement as it was religious rivalry that initially caused conflict between the nations. Elizabeth ~~int~~ initially involved herself in the Netherlands to protect the Protestant rebels meaning religion spanned every aspect of the conflict. Therefore I believe it is the main reason that ~~the~~ England intervened

directly.



**ResultsPlus**  
Examiner Comments

This candidate has written an analytical explanation in which wide-ranging and detailed points of content are analysed to provide a clear and compelling judgement in relation to the focus of the question. The judgement is fully supported, using criteria that are applied throughout the answer, as well as in the conclusion. This response scores at level 4 across all strands of the mark scheme and was awarded full marks.



**ResultsPlus**  
Examiner Tip

Responses like this require you to know the content really well, so that you are able to precisely select knowledge that fits with your answer, rather than relaying knowledge and then adding some explanation afterwards. Make thoughtful use of connectives to demonstrate the sense of debate that is usually present in historical topics.

## Question 1 (c)(ii)

Q1(c)(ii) also had a causation focus. Candidates were invited to assess how far new technology was the main reason why exploration increased across the time period of the specification. The stimulus points offered were navigational instruments and Sir Francis Drake. This question drew on content from the final section of the specification.

A significant number of students used the compass as an example of new technology but this was not creditworthy: the compass had been in use in Europe for several centuries by the reign of Elizabeth I. Better examples of new technology leading to exploration developments in navigational instruments such as the astrolabe, the development of the galleon and the increase in the number of printed books about exploration or containing maps, due to the printing press. When extrapolating from the second stimulus point, candidates most commonly chose to write about Drake's circumnavigation. Some also wrote about his founding of Nova Albion. Unprompted knowledge points included the desire for trade, particularly in the face of the successes of Portugal and Spain; England's debt and the desire for money and luxury goods; and improved maps and knowledge of sailing; and the experiences and example set by Walter Raleigh. It was gratifying to see a number of responses that referred to the voyages of John Hawkins, in which Drake participated, and his early forays into transatlantic slavery. This perhaps indicates a broadening of content being taught to exemplify this area of the specification.

At Level 4, many answers showed knowledge that went above and beyond the expectations of the question. Detailed knowledge demonstrated included knowledge of log & line, sextants, the successes & failures of Thomas Harriot linked to increased exploration, the celestial globe and details of how the Mercator Map aided exploration. Many answers scoring in this level had high quality analysis embedded throughout their answer, which brought them into Level 4 even before reaching their final judgement. A few students were able to make links between the different reasons for the increase in exploration, with a small subset of these able to recognize the complex interplay that led to increased seafaring.

At Level 3, answers often showed a line of reasoning but lacked coherence in some areas and presented an undeveloped conclusion. There were notably fewer key terms used in these responses, which prevented candidates from progressing into the top level as knowledge and understanding could not be classed as precise. In Level 2, candidates typically produced a narrative of the exploits of Drake or similar but were unable to make a clear link to how this led to exploration among others.

As well as the notion of the compass as new technology, other unrewardable yet common content included an explanation of the Spanish Armada, the reasons for the failure of Roanoke, an over-reliance on problems faced by Elizabeth at the start of her reign as the main driver for exploration. A high proportion of students expressed that Drake was the first man to circumnavigate the globe, whereas in fact he was the first Englishman in command of a successful circumnavigation.



I agree to an extent with the statement but also have a strong argument of disagreement. I will explore both of these arguments and ~~end with~~ conclude with a final statement of how far I agree.

Navigational instruments allowed people to explore the globe. The introduction of this technology meant more people were now sailing around the globe and expanding. This was also due to the introduction of better boats. Better boats allowed people to sail further and stay alive.

However, Sir Francis Drake was the first to sail around the world. By doing this he ~~created~~ added to the map of the world which allowed people to be able to sail to safe parts and travel to a specific destination safely.

Overall, I slightly agree as the new technology allowed them to have a safe journey and easier but the exploration by Francis Drake gave them knowledge of the world.



This brief response covers two points of content, both extrapolated from the stimulus points. There is some knowledge included although this is not detailed. The response does not really address the conceptual focus of the question, failing to make the link between the content described and increased exploration. The judgement is asserted in the conclusion. This response scored lower in Level 2.



Address the conceptual focus in the question more directly by making sure you link each point of content to it – ie, explain how each of the things you describe led to more people choose to explore.

Although new technology greatly increased exploration in the years 1558-88, I only partly agree that this was the main reason for the increase.

Another Reason to be considered is Sir Francis Drake's Circumnavigation of the Globe. Drake travelled around the whole world exploring new trade routes and new lands, this prospect brought hope of riches ~~and~~ to young sailors and rich merchants endorsing exploration.

Drake created the triangle trade which brought luxury goods back to Britain, this trade opportunity enticed people in pursuit of riches to explore the world thus further exploration. \*

Drake was also knighted by Elizabeth on his ship, this further enticed young sailors to want to explore the lands ~~in search of~~ in hope of being knighted as this was seen as a great honour amongst young nobles in this period, this was further by Elizabeth's financial



endorsement in these expeditions particularly those of Drake, this meant it was easier to get supplies to explore and many young sailors were keen to go on missions and thus finding crews was easier for Captains. This made exploration easier and thus ~~more~~ increased exploration in these years.

However, none of this would have been able to have been achieved without the advancement of technology through the invention and thus improvement of new navigational aids. In these years the printing press became more widely used and thus books on sailing could be more easily published, this meant that many more people could learn to sail and thus made more sailors and more exploration, the invention of the printing press was also beneficial in creating more and more accurate maps, this meant voyages were safer and encouraged more people to go out explore and sail. Ships were also made stronger further encouraging people to explore as it made



voyages even safer for prospecting sailors

In conclusion, although many things wouldn't have been achieved or improved without new technology, it was only partly a main reason for an increase in exploration and was greatly helped by the actions of Drake and Elizabeth.

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\* Another key factor increasing exploration was England's discovery of new luxury goods. Through the creation of the triangle trade new goods were brought to Britain such as tea, silk, coffee and the slave trade, this further encouraged exploration as British prospectors sponsored voyages to islands to find luxury goods and thus increased exploration in search of ways to increase wealth.



This response demonstrates wide-ranging knowledge of the causes of increased exploration in Early Elizabethan England, though we would normally look for a little more specific detail to bring this to the top of Level 4. Against the AO2 strands of the mark scheme, the response scored in Level 4: there is a clear line of reasoning throughout and some consideration of the interplay of the different factors. The judgement has some justification but does not adequately apply criteria when making the judgement. Therefore, this response scored at the bottom of Level 4.



When making a judgement, focus on evaluating your chosen content against criteria you have decided in advance of writing. Your conclusion should answer the question directly, but you should aim to explain **why** you have come to that answer.

## 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 Q1(a).
- 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**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

