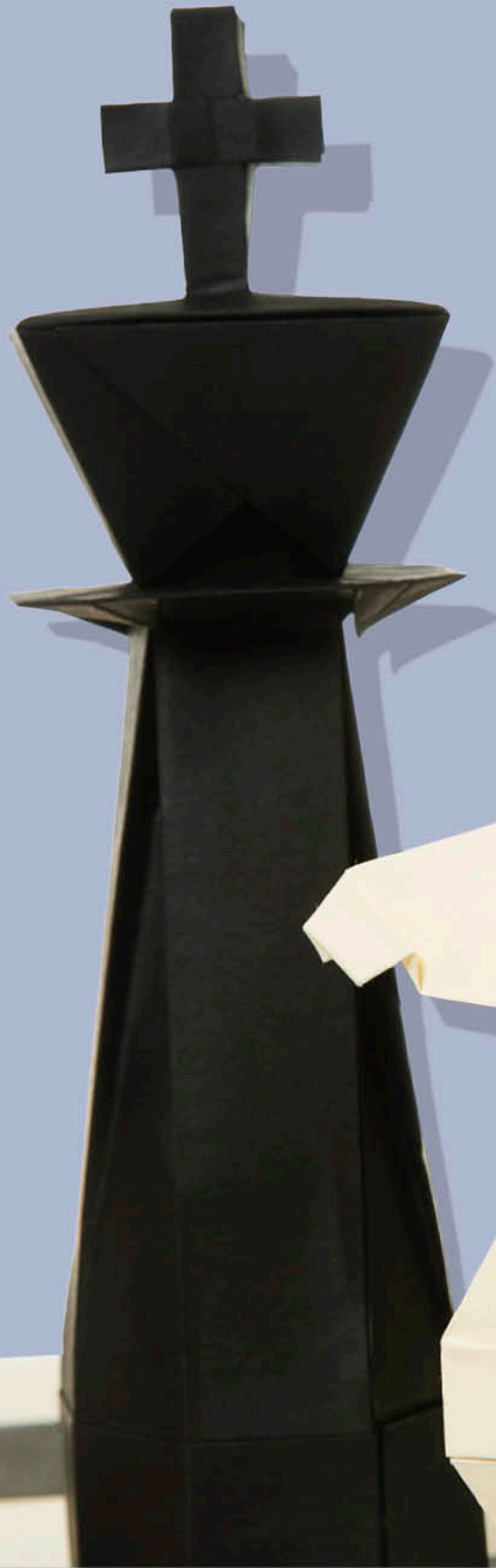


# Paper 2 specimen papers



**GCSE (9-1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)**

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## **Introduction**

These specimen papers have been produced to complement the accredited sample assessment materials for Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History and are designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 20: Spain and the 'New World', c1490–c1555**  
**and Medieval depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1H10/20**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: Spain and the 'New World', c1490–c1555**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the Spanish invasion of Mexico.

Consequence 1:

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Consequence 2:

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**(Total for Question 1 = 8 marks)**

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**3** Explain **two** of the following:

- The importance of Spanish exploration for Spain's foreign ambitions. (8)
- The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal. (8)
- The importance of goods from the New World for Spain's economy. (8)

**(Total for Question 3 = 16 marks)**

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Indicate your **SECOND** choice on this page.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

- The importance of Spanish exploration for Spain's foreign ambitions.
- The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal.
- The importance of goods from the New World for Spain's economy.

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**(Total for Question 3 = 16 marks)**

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**TOTAL FOR SECTION A = 32 MARKS**

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**SECTION B: Medieval depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B1: Anglo-Saxon and Norman England, c1060–88**

Question 4

Page XX

**OR**

**Option B2: The reigns of King Richard I and King John, 1189–1216**

Question 5

Page XX



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**Option B1: Anglo-Saxon and Norman England, c1060–88**

If you answer Question 4 put a cross in the box ☒ .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Domesday Book.

(4)

Feature 1

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Feature 2

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(b) Explain why William I established the Marcher earldoms.

(12)

You may use the following in your answer:

- William's supporters
- borderlands

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

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**PART (C) BEGINS ON THE NEXT PAGE.**



**Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**EITHER**

- (c) (i) 'The main consequence of William I's policy of Normanisation was increased control of the Church in England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- bishops
- landholding

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

**OR**

- (ii) 'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070–71).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- leadership
- punishment

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 4(c)(i)**       **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B2: The reigns of King Richard I and King John, 1189–1216**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

- 5** (a) Describe **two** features of the role of William Marshal as Protector. (4)

Feature 1

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Feature 2

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(b) Explain why England became involved in the Third Crusade.

(12)

You may use the following in your answer:

- Jerusalem
- the Pope

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

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Arthur's claim to the throne
- the King of France

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

**OR**

- (ii) 'The most important consequence of King John's dispute with the Papacy was the Interdict.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the excommunication of King John
- Archbishop of Canterbury

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 5(c)(i)**

**Question 5(c)(ii)**

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[The live question paper will contain three more pages of answer lines.]

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**(Total for Question 5 = 32 marks)**

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**TOTAL FOR SECTION B = 32 MARKS**

**TOTAL FOR PAPER = 64 MARKS**







Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 21: Spain and the 'New World', c1490–c1555**  
**and Tudor depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1H10/21**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: Spain and the 'New World', c1490–c1555**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the Spanish invasion of Mexico.

Consequence 1:

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Consequence 2:

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[The live question paper will contain four more answer lines.]

**(Total for Question 1 = 8 marks)**

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2 Write a narrative account analysing the Spanish conquest of Peru in the years 1528–48.

You may use the following in your answer:

- role of Pizarro
- siege of Cuzco (1536–37)

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

[This area contains multiple horizontal dotted lines for writing the answer.]

[The live question paper will contain one more page of answer lines.]

**(Total for Question 2 = 8 marks)**



**3** Explain **two** of the following:

- The importance of Spanish exploration for Spain's foreign ambitions. (8)
- The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal. (8)
- The importance of goods from the New World for Spain's economy. (8)

**(Total for Question 3 = 16 marks)**

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Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

- The importance of Spanish exploration for Spain's foreign ambitions.
- The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal.
- The importance of goods from the New World for Spain's economy.

Dotted lines for writing answers.

[The live question paper will contain one more page of answer lines.]



Indicate your **SECOND** choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of Spanish exploration for Spain’s foreign ambitions.
- The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal.
- The importance of goods from the New World for Spain’s economy.

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**(Total for Question 3 = 16 marks)**

**TOTAL FOR SECTION A = 32 MARKS**

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**SECTION B: Tudor depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B3: Henry VIII and his ministers, 1509–40**

Question 4

Page XX

**OR**

**Option B4: Early Elizabethan England 1558–88**

Question 5

Page XX

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**Option B3: Henry VIII and his ministers, 1509–40**

If you answer Question 4 put a cross in the box  .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Treaty of London (1518).

(4)

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Feature 2

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(b) Explain why Cromwell fell from power in 1540.

(12)

You may use the following in your answer:

- Anne of Cleves
- court factions

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



**Answer EITHER Question 4 (c)(i) OR Question 4 (c)(ii).**

**EITHER**

- (c) (i) 'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amicable Grant
- Catherine of Aragon

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

**OR**

- (ii) 'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the activities of monks and nuns
- monastic lands

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 4(c)(i)**       **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B4: Early Elizabethan England, 1558–88**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

- 5** (a) Describe **two** features of Drake's raid on Cadiz (1587). (4)

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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Puritan demands
- Roman Catholic nobility

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

**OR**

- (ii) 'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Walsingham
- Parliament

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      Question 5(c)(i)       Question 5(c)(ii)

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[The live question paper will contain three more pages of answer lines.]

**(Total for Question 5 = 32 marks)**

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**TOTAL FOR SECTION B = 32 MARKS**  
**TOTAL FOR PAPER = 64 MARKS**

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Write your name here

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**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 22: British America, 1713–83: empire and  
revolution *and* Medieval depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/22**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: British America, 1713–83: empire and revolution**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the introduction of the Sugar Act.

Consequence 1:

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[The live question paper will contain five more answer lines.]

**(Total for Question 1 = 8 marks)**

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2 Write a narrative account analysing the key events of the American victory over the British in the years 1777–82.

You may use the following in your answer:

- Saratoga (1777)
- Yorktown (1781)

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

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[The live question paper will contain one more page of answer lines.]

**(Total for Question 2 = 8 marks)**



**3** Explain **two** of the following:

- The importance of Governor Spotswood for the suppression of piracy. (8)
- The importance of the Stono Rebellion (1739) for the conditions of slaves. (8)
- The importance of the Peace of Paris (1783) for relations between America and Britain. (8)

**(Total for Question 3 = 16 marks)**

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**SECTION B: Medieval depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B1: Anglo-Saxon and Norman England, c1060–88**

Question 4

Page XX

**OR**

**Option B2: The reigns of King Richard I and King John, 1189–1216**

Question 5

Page XX



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**Option B1: Anglo-Saxon and Norman England, c1060–88**

If you answer Question 4 put a cross in the box  .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

- 4 (a) Describe **two** features of the Domesday Book. (4)

Feature 1

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Feature 2

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(b) Explain why William I established the Marcher earldoms.

(12)

You may use the following in your answer:

- William's supporters
- borderlands

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

Area with horizontal dotted lines for writing the answer.

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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'The main consequence of William I's policy of Normanisation was increased control of the Church in England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- bishops
- landholding

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

**OR**

- (ii) 'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070–71):'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- leadership
- punishment

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 4(c)(i)**       **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B2: The reigns of King Richard I and King John, 1189–1216**

If you answer Question 5 put a cross in the box  .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

- 5 (a) Describe **two** features of William Marshal as Protector. (4)

Feature 1

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Feature 2

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(b) Explain why England became involved in the Third Crusade.

(12)

You may use the following in your answer:

- Jerusalem
- the Pope

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



**Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).**

**EITHER**

- (c) (i) 'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Arthur's claim to the throne
- the King of France

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

**OR**

- (ii) 'The most important consequence of King John's dispute with the Papacy was the Interdict.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the excommunication of King John
- Archbishop of Canterbury

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

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Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question:     **Question 5(c)(i)** ☒     **Question 5(c)(ii)** ☒

[Dotted lines for writing answers]

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 5 = 32 marks)**

**TOTAL FOR SECTION B = 32 MARKS**  
**TOTAL FOR PAPER = 64 MARKS**







Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 23: British America, 1713–83; empire and**  
**revolution *and* Tudor depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/23**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**SECTION A: British America, 1713–83; empire and revolution**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the introduction of the Sugar Act.

Consequence 1:

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Consequence 2:

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[The live question paper will contain five more answer lines.]

**(Total for Question 1 = 8 marks)**

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**3** Explain **two** of the following:

- The importance of Governor Spotswood for the suppression of piracy. (8)
- The importance of the Stono Rebellion (1739) for the conditions of slaves. (8)
- The importance of the Peace of Paris (1783) for relations between America and Britain. (8)

**(Total for Question 3 = 16 marks)**

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**SECTION B: Tudor depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B3: Henry VIII and his ministers, 1509–40**

Question 4

Page XX

**OR**

**Option B4: Early Elizabethan England 1558–88**

Question 5

Page XX

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**Option B3: Henry VIII and his ministers, 1509–40**

If you answer Question 4 put a cross in the box  .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Treaty of London (1518).

(4)

Feature 1

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Feature 2

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(b) Explain why Cromwell fell from power in 1540.

(12)

You may use the following in your answer:

- Anne of Cleves
- court factions

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

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amicable Grant
- Catherine of Aragon

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

**OR**

- (ii) 'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the activities of monks and nuns
- monastic lands

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      Question 4(c)(i)       Question 4(c)(ii)

Multiple horizontal dotted lines for writing the answer.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 4 = 32 marks)



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Option B4: Early Elizabethan England, 1558–88

If you answer Question 5 put a cross in the box  .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe **two** features of Drake's raid on Cadiz (1587).

(4)

Feature 1

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Feature 2

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**PART (C) BEGINS ON THE NEXT PAGE.**



**Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).**

**EITHER**

- (c) (i) 'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Puritan demands
- Roman Catholic nobility

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

**OR**

- (ii) 'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Walsingham
- Parliament

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

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**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 24: The American West, c1835–c1895**  
**and Medieval depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/24**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**SECTION A: The American West, c1835–c1895**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the end of the open range.

Consequence 1:

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Consequence 2:

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[The live question paper will contain five more answer lines.]

**(Total for Question 1 = 8 marks)**

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**3** Explain **two** of the following:

- The importance of the concept of Manifest Destiny for migration West. (8)
- The importance of the Homestead Act (1862) for the development of the Plains. (8)
- The importance of Abilene for the growth of the cattle industry. (8)

**(Total for Question 3 = 16 marks)**

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Indicate your **FIRST** choice on this page.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

- The importance of the concept of Manifest Destiny for migration West.
- The importance of the Homestead Act (1862) for the development of the Plains.
- The importance of Abilene for the growth of the cattle industry.

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**SECTION B: Medieval depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B1: Anglo-Saxon and Norman England, c1060–88**

Question 4

Page XX

**OR**

**Option B2: The reigns of King Richard I and King John, 1189–1216**

Question 5

Page XX



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**Option B1: Anglo-Saxon and Norman England, c1060–88**

If you answer Question 4 put a cross in the box  .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

4 (a) Describe **two** features of the Domesday Book.

(4)

Feature 1

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Feature 2

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(b) Explain why William I established the Marcher earldoms.

(12)

You may use the following in your answer:

- William's supporters
- borderlands

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

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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'The main consequence of William I's policy of Normanisation was increased control of the Church in England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- bishops
- borderlands

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

**OR**

- (ii) 'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070–71):'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- leadership
- punishment

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 4(c)(i)**       **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B2: The reigns of King Richard I and King John, 1189–1216**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

**5** (a) Describe **two** features of the role of William Marshal as Protector.

(4)

Feature 1

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Feature 2

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(b) Explain why England became involved in the Third Crusade.

(12)

You may use the following in your answer:

- Jerusalem
- the Pope

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

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Arthur's claim to the throne
- the King of France

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

**OR**

- (ii) 'The most important consequence of King John's dispute with the Papacy was the Interdict.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the excommunication of King John
- Archbishop of Canterbury

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

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**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 25: The American West, c1835–c1895**  
**and Tudor depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/25**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: The American West, c1835–1895**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the end of the open range.

Consequence 1:

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Consequence 2:

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[The live question paper will contain five more answer lines.]

**(Total for Question 1 = 8 marks)**

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**3** Explain **two** of the following:

- The importance of the concept of Manifest Destiny for migration West. (8)
- The importance of the Homestead Act (1862) for the development of the Plains. (8)
- The importance of Abilene for the growth of the cattle industry. (8)

**(Total for Question 3 = 16 marks)**

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**SECTION B: Tudor depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B3: Henry VIII and his ministers, 1509–40**

Question 4

Page XX

**OR**

**Option B4: Early Elizabethan England 1558–88**

Question 5

Page XX



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**Option B3: Henry VIII and his ministers, 1509–40**

If you answer Question 4 put a cross in the box  .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Treaty of London (1518).

(4)

Feature 1

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Feature 2

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(b) Explain why Cromwell fell from power in 1540.

(12)

You may use the following in your answer:

- Anne of Cleves
- court factions

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amicable Grant
- Catherine of Aragon

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

**OR**

- (ii) 'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the activities of monks and nuns
- monastic lands

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

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Option B4: Early Elizabethan England, 1558–88

If you answer Question 5 put a cross in the box  .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe **two** features of Drake's raid on Cadiz (1587).

(4)

Feature 1

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Feature 2

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(b) Explain why there was an increase in poverty in early Elizabethan England.

(12)

You may use the following in your answer:

- inflation
- wool industry

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]





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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Puritan demands
- Roman Catholic nobility

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

**OR**

- (ii) 'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Walsingham
- Parliament

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 5(c)(i)**       **Question 5(c)(ii)**

Dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 5 = 32 marks)**

**TOTAL FOR SECTION B = 32 MARKS**  
**TOTAL FOR PAPER = 64 MARKS**





Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

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# History

**Paper 2: Period study and British depth study**  
**Option 26: Superpower relations and the Cold War,**  
**1941–91 and Medieval depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/26**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: Superpower relations and the Cold War, 1941–91**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the Soviet invasion of Afghanistan (1979).

Consequence 1:

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**(Total for Question 1 = 8 marks)**

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2 Write a narrative account analysing the key events of the Prague Spring (1968).

You may use the following in your answer:

- Alexander Dubček
- Soviet control

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

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**(Total for Question 2 = 8 marks)**



**3** Explain **two** of the following:

- The importance of the Truman Doctrine (1947) for the development of the Cold War. (8)
- The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961–63. (8)
- The importance of the Helsinki Agreements (1975) for superpower relations. (8)

**(Total for Question 3 = 16 marks)**

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Indicate your **FIRST** choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

- The importance of the Truman Doctrine (1947) for the development of the Cold War.
- The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961–63.
- The importance of the Helsinki Agreements (1975) for superpower relations.

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**SECTION B: Medieval depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B1: Anglo-Saxon and Norman England, c1060–88**

Question 4

Page XX

**OR**

**Option B2: The reigns of King Richard I and King John, 1189–1216**

Question 5

Page XX



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**Option B1: Anglo-Saxon and Norman England, c1060–88**

If you answer Question 4 put a cross in the box  .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

4 (a) Describe **two** features of the Domesday Book.

(4)

Feature 1

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Feature 2

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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'The main consequence of William I's policy of Normanisation was increased control of the Church in England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- bishops
- landholding

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

**OR**

- (ii) 'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070–71).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- leadership
- punishment

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 4(c)(i)**       **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain four more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B2: The reigns of King Richard I and King John, 1189–1216**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

- 5** (a) Describe **two** features of the role of William Marshal as Protector. (4)

Feature 1

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Feature 2

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(b) Explain why England became involved in the Third Crusade.

(12)

You may use the following in your answer:

- Jerusalem
- the Pope

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Arthur's claim to the throne
- the King of France

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

**OR**

- (ii) 'The most important consequence of King John's dispute with the Papacy was the Interdict.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the excommunication of King John
- Archbishop of Canterbury

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

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Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

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# History

**Paper 2: Period study and British depth study**  
**Option 27: Superpower relations and the Cold War,**  
**1941–91 and Tudor depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/27**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**





**3** Explain **two** of the following:

- The importance of the Truman Doctrine (1947) for the development of the Cold War. (8)
- The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961–63. (8)
- The importance of the Helsinki Agreements (1975) for superpower relations. (8)

**(Total for Question 3 = 16 marks)**

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**SECTION B: Tudor depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B3: Henry VIII and his ministers, 1509–40**

Question 4

Page XX

**OR**

**Option B4: Early Elizabethan England 1558–88**

Question 5

Page XX

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**Option B3: Henry VIII and his ministers, 1509–40**

If you answer Question 4 put a cross in the box  .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Treaty of London (1518).

(4)

Feature 1

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Feature 2

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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amicable Grant
- Catherine of Aragon

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

**OR**

- (ii) 'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the activities of monks and nuns
- monastic lands

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

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**Option B4: Early Elizabethan England, 1558–88**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

**5** (a) Describe **two** features of Drake's raid on Cadiz (1587).

(4)

Feature 1

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Feature 2

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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Puritan demands
- Roman Catholic nobility

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

**OR**

- (ii) 'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Walsingham
- Parliament

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 5(c)(i)**       **Question 5(c)(ii)**

[Dotted lines for writing answers]

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 5 = 32 marks)**

**TOTAL FOR SECTION B = 32 MARKS**  
**TOTAL FOR PAPER = 64 MARKS**





Write your name here

Surname

Other names

**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

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# History

**Paper 2: Period study and British depth study**  
**Option 28: Conflict in the Middle East, 1945–95**  
**and Medieval depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/28**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: Conflict in the Middle East, 1945–95**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the Camp David agreements (1978–79).

Consequence 1:

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[The live question paper will contain four more answer lines.]

**(Total for Question 1 = 8 marks)**

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**3** Explain **two** of the following:

- The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine. (8)
- The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt. (8)
- The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue. (8)

**(Total for Question 3 = 16 marks)**

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**SECTION B: Medieval depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B1: Anglo-Saxon and Norman England, c1060–88**

Question 4

Page XX

**OR**

**Option B2: The reigns of King Richard I and King John, 1189–1216**

Question 5

Page XX



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**Option B1: Anglo-Saxon and Norman England, c1060–88**

If you answer Question 4 put a cross in the box  .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Domesday Book.

(4)

Feature 1

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Feature 2

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(b) Explain why William I established the Marcher earldoms.

(12)

You may use the following in your answer:

- William's supporters
- borderlands

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'The main consequence of William I's policy of Normanisation was increased control of the Church in England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- bishops
- landholding

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

**OR**

- (ii) 'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070–71).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- leadership
- punishment

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:    **Question 4(c)(i)**     **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B2: The reigns of King Richard I and King John, 1189–1216**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

- 5** (a) Describe **two** features of the role of William Marshal as Protector. (4)

Feature 1

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Feature 2

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(b) Explain why England became involved in the Third Crusade.

(12)

You may use the following in your answer:

- Jerusalem
- the Pope

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Arthur's claim to the throne
- the King of France

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

**OR**

- (ii) 'The most important consequence of King John's dispute with the Papacy was the Interdict.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the excommunication of King John
- Archbishop of Canterbury

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      Question 5(c)(i)       Question 5(c)(ii)

Dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 5 = 32 marks)**

**TOTAL FOR SECTION B = 32 MARKS**  
**TOTAL FOR PAPER = 64 MARKS**







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**Pearson Edexcel**  
**GCSE (9–1)**

Centre Number

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# History

**Paper 2: Period study and British depth study**  
**Option 29: Conflict in the Middle East, 1945–95**  
**and Tudor depth options**

Specimen assessment materials for first  
teaching September 2016  
**Time: 1 hour 45 minutes**

Paper Reference

**1HI0/29**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

**PEARSON**

**SECTION A: Conflict in the Middle East, 1945–95**

**Answer ALL Questions in this section.**

**1** Explain **two** consequences of the Camp David agreements (1978–79).

Consequence 1:

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[The live question paper will contain four more answer lines.]

**(Total for Question 1 = 8 marks)**

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2 Write a narrative account analysing the key events of 1966–67 that led to the outbreak of the Six Day War (1967).

You may use the following in your answer:

- Syria’s support for Fatah
- the actions of Nasser

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

[Dotted lines for writing]

[The live question paper will contain one more page of answer lines.]

**(Total for Question 2 = 8 marks)**



**3** Explain **two** of the following:

- The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine. (8)
- The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt. (8)
- The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue. (8)

**(Total for Question 3 = 16 marks)**

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**SECTION B: Tudor depth options**

**Answer EITHER Question 4 OR Question 5.**

**EITHER**

**Option B3: Henry VIII and his ministers, 1509–40**

Question 4

Page XX

**OR**

**Option B4: Early Elizabethan England 1558–88**

Question 5

Page XX

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**Option B3: Henry VIII and his ministers, 1509–40**

If you answer Question 4 put a cross in the box  .

**Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).**

**4** (a) Describe **two** features of the Treaty of London (1518).

(4)

Feature 1

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Feature 2

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(b) Explain why Cromwell fell from power in 1540.

(12)

You may use the following in your answer:

- Anne of Cleves
- court factions

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

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]



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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

**EITHER**

- (c) (i) 'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amicable Grant
- Catherine of Aragon

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

**OR**

- (ii) 'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the activities of monks and nuns
- monastic lands

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

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question:      **Question 4(c)(i)**       **Question 4(c)(ii)**

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

**(Total for Question 4 = 32 marks)**



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**Option B4: Early Elizabethan England, 1558–88**

If you answer Question 5 put a cross in the box  .

**Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).**

**5** (a) Describe **two** features of Drake's raid on Cadiz (1587).

(4)

Feature 1

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Feature 2

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(b) Explain why there was an increase in poverty in early Elizabethan England.

(12)

You may use the following in your answer:

- inflation
- wool industry

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

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[The live question paper will contain one more page of answer lines.]





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**PART (C) BEGINS ON THE NEXT PAGE.**



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

**EITHER**

- (c) (i) 'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Puritan demands
- Roman Catholic nobility

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

**OR**

- (ii) 'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Walsingham
- Parliament

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

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Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/20 and 21)

Part A: Period study options

**Options 20/21: Spain and the 'New World', c1490–c1555**

**Part A: Period study: Spain and the 'New World', c1490–c1555**

Question		
1		<p>Explain <b>two</b> consequences of the Spanish invasion of Mexico.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks</p> <p><b>AO1:</b> 4 marks</p> <p><b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Vélazquez secured support from Indian tribes such as the Totonacs and the Tlaxcalans, which led to the siege of Tenochtitlan in 1521.</li> <li>• The Spanish invasion led to high death rates amongst the Aztecs due to the Spanish use of forced labour and the Aztecs' lack of immunity to certain diseases such as smallpox.</li> <li>• The invasion increased Spanish control and led to Cortés calling his conquests New Spain.</li> <li>• The Spanish invasion of Mexico meant that the Aztec Empire now ceased to exist.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the Spanish conquest of Peru in the years 1528–48.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• role of Pizarro</li> <li>• siege of Cuzco (1536–37).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

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

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

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

### Indicative content guidance

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

Relevant points may include:

- In 1528 Pizarro secured a licence from the Spanish Crown that resulted in him being named Governor of Peru.
- In 1530 Pizarro arrived in Peru and took advantage of the Inca Civil War, which weakened opposition to Spain's forces.
- Pizarro was able to launch a successful attack against Atahualpa, who was executed in 1533.
- The capital, Cuzco, was attacked in 1533 and this led to the setting up of a new capital at Lima.
- In 1536 the Incas revolted against Spanish rule, leading to a ten-month siege of Cuzco which ultimately resulted in a victory for Spain.
- Despite some resistance in 1548, Pedro de la Gasca was able to establish Spanish authority over Peru.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of Spanish exploration for Spain's foreign ambitions.</li> <li>• The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal.</li> <li>• The importance of goods from the New World for Spain's economy.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p><b>The importance of Spanish exploration for Spain's foreign ambitions</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Successful Spanish exploration increased Spain's prestige amongst other European powers.</li> <li>• Spanish exploration was important to increase trade with the East because the Ottoman Empire and other Islamic states had closed the land route to the East.</li> <li>• Spanish exploration westwards was important in establishing a new sea route to India, which would be faster and safer leading to increasing trade for Spain.</li> <li>• Successful exploration increased Spanish influence and furthered Isabella's desire to spread Christianity.</li> </ul> <p><b>The importance of the Treaty of Tordesillas (1494) for relations between Spain and Portugal</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both Portugal and Spain had been acquiring territory in the New World and the Treaty of Tordesillas in 1494 was important for relations between Spain and Portugal because it divided these new lands between them.</li> <li>• The Treaty was important for relations between Spain and Portugal as it shared the territories approximately midway between the Portuguese Cape Verde islands and the Spanish territories of Cuba and Hispaniola.</li> </ul>		



- In the short-term, the Treaty improved relations between Spain and Portugal because they believed the New World had been divided fairly between them.
- Some details of the Treaty did not improve relations between Spain and Portugal as Brazil's boundaries were not agreed and this had to be resolved with later treaties.

### **The importance of goods from the New World for Spain's economy**

Relevant points may include:

- Considerable amounts of gold and silver were important as these led to significant increases in Spanish revenue, which were used to fund Spanish armies in the German and Italian states, and in the Netherlands.
- The large volumes of precious metals from the New World led to inflation, which had a negative effect on Spain's poorer population as goods became overpriced.
- Spanish exports became more expensive and could not compete in international markets.
- Goods from the New World such as potatoes, tomatoes and corn led to more consumer demand in Spain and a rise in new business opportunities.



Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/22 and 23)

Part A: Period study options

**Options 22/23: British America, 1713–83: empire and revolution**

**Part A: Period study: British America, 1713–83: empire and revolution**

Question		
1		<p>Explain <b>two</b> consequences of the introduction of the Sugar Act.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks</p> <p><b>AO1:</b> 4 marks</p> <p><b>NB</b> mark each consequence separately (2x4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Sugar Act led to American opposition to the fact that the British Government was deciding levels of taxation and the Massachusetts assembly stated its right to decide its own taxation.</li> <li>• Within a year, nine colonies declared that the British Government was abusing its power over the American colonies.</li> <li>• The Act led to prominent individuals such as James Otis writing pamphlets opposing the Act.</li> <li>• The levels of taxation proposed in the Act led to opposition from many merchants in the colonies.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the key events of the American victory over the British in the years 1777–82.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Saratoga (1777)</li> <li>• Yorktown (1781).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- The American victory at Saratoga in October 1777 against Burgoyne's army resulted in his surrender.
- The British government started attempts to negotiate peace terms following Saratoga. North sent an agent to Paris to examine the possibilities for ending the war.
- The French joined the Americans when they declared war on Britain in July 1778 which put the British forces under greater pressure.
- In 1779 Spain's declaration of war on Britain strengthened the position of American forces by diverting the British Navy.
- A joint French-American army trapped the British forces at Yorktown forcing Cornwallis to surrender in October 1781.
- The defeat at Yorktown meant that American victory was assured. The British ended the fighting and negotiations began in the autumn of 1782.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of Governor Spotswood for the suppression of piracy.</li> <li>• The importance of the Stono Rebellion (1739) for the conditions of slaves.</li> <li>• The importance of the Peace of Paris (1783) for relations between America and Britain.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p><b>The importance of Governor Spotswood for the suppression of piracy</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Governor Spotswood believed it was important to improve Virginia's economy and he regarded piracy as severely damaging trade with Virginia.</li> <li>• In 1718 Governor Spotswood showed his commitment to suppressing piracy by privately financing two ships to try and arrest Teach (Blackbeard).</li> <li>• Governor Spotswood encouraged privateers to try to suppress piracy with the passing of an Act that offered £100 for the death or capture of Teach.</li> <li>• Governor Spotswood prevented pirates from establishing a base on an island off the coast of Virginia by funding two ships to attack the island.</li> </ul> <p><b>The importance of the Stono Rebellion (1739) for the conditions of slaves</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Following the Stono rebellion, plantation owners believed that native-born slaves would be more subservient; many believed the rebellion was led by slaves recently imported from Africa.</li> <li>• To prevent further rebellions conditions for slaves were made harsher. The Negro Act 1740 prohibited slaves from growing their own food, earning money or learning to read.</li> </ul>		

- Legislation was passed which set penalties for slave owners acting too harshly or making slaves work too hard.
- Further rebellion was discouraged with measures to convert slaves to Christianity which encouraged their obedience.

### **The importance of the Peace of Paris (1783) for relations between America and Britain**

Relevant points may include:

- The Peace of Paris meant that Britain accepted American independence and agreed specific boundaries such as the border with British Canada.
- The British made significant concessions such as the Mississippi River boundary as they thought a generous settlement would be a foundation on which relations between America and Britain could improve.
- The British were able to develop Anglo-American relations which led to the development of commercial interests.
- Relations between America and Britain were aided with the Peace granting the Americans fishing rights to specific areas off the eastern coast, and British traders were allowed to recover pre-war debts.



Specimen assessment materials for first  
teaching September 2016

Paper 2: **Period study** and British depth  
study (1HI0/24 and 25)

Part A: Period study options

**Options 24/25: The American West,  
c1835–c1895**

**Part A: Period study: The American West, c1835–c1895**

Question		
1		<p>Explain <b>two</b> consequences of the end of the open range.</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks</p> <p><b>AO1:</b> 4 marks</p> <p><b>NB</b> mark each consequence separately (2x4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The fencing-in of land meant managing the breeding of animals was made easier and led to higher quality meat.</li> <li>• The fencing-in of land led to conflict with homesteaders who had less access to water.</li> <li>• Living under the rules of ranch owners made the lives of cowboys more mundane.</li> <li>• Managing the land made it easier to look after herds during extreme weather conditions.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the destruction of the traditional way of life of the Plains Indians in the years 1876–c1895.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Battle of Little Big Horn (1876)</li> <li>• Dawes Act (1887).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

**Marking instructions**

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

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

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

**Indicative content guidance**

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

Relevant points may include:

- Calls for revenge after the defeat of Custer at the Battle of Little Big Horn led to the US Government increasing the use of reservations which restricted the Plains Indians' movement, customs and raising of children.
- From 1878 the pursuit of the Plains Indians by General Crook and General Terry forced many onto reservations.
- The destruction of buffalo herds by the late 1870s removed the fundamental element of the Plains Indians' traditional way of life.
- In 1887, the Dawes Act allocated land to white settlers which restricted the amount of land that could be used by the nomadic Plains Indians.
- The US Army's strengthening of its military position, with the building of more forts on the Yellowstone River, restricted the Plains Indians' nomadic lifestyle.
- By 1895 almost all the Plains Indians' had been moved from their traditional hunting grounds to reservations where they were forced to live a non-traditional lifestyle.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the concept of Manifest Destiny for migration West.</li> <li>• The importance of the Homestead Act (1862) for the development of the Plains.</li> <li>• The importance of Abilene for the growth of the cattle industry.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p><b>The importance of the concept of Manifest Destiny for migration West</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The concept provided a motive for migration to the West in order to occupy the land and claim it as U.S territory.</li> <li>• The concept provided justification for the migration to the West to exploit the natural resources.</li> <li>• Manifest Destiny was believed to be the 'right' and 'natural' course of events and necessitated the spread of Christianity with migration West.</li> <li>• Manifest Destiny encouraged migration to the West as a means to spread civilisation and white values.</li> </ul> <p><b>The importance of The Homestead Act (1862) for the development of the Plains</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act encouraged homesteading and the consequent growth of settlement on the Plains as it enabled settlers to claim a quarter section of land on which to live and to farm.</li> <li>• The Act made land on the Plains more affordable as it prevented land speculators buying and then selling land at high prices.</li> <li>• Settlers were encouraged to move to the isolation of the Plains with the Act granting ownership of the land after five years for just \$30.</li> </ul>		

- The homesteaders' ownership of land incentivised the development of new farming methods.

### **The importance of Abilene for the growth of the cattle industry**

Relevant points may include:

- Abilene's position was important as it was on the Kansas Pacific Railroad where the southern cattlemen and northern buyers could trade.
- Abilene's growth as a settlement with offices, cattle pens, saloons and hotels, encouraged the growth of the cattle industry.
- Abilene's growth as a settlement meant it was not threatened by attacks from Native Americans and this encouraged use of the town by those involved in the cattle industry.
- As the first cow town, Abilene set an example for other towns to follow, such as Dodge City.

Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/26 and 27)

Part A: Period study options

**Options 26/27: Superpower relations and the Cold War, 1941–91**

## Part A: Period study: Superpower relations and the Cold War, 1941–91

Question		
1		<p>Explain <b>two</b> consequences of the Soviet invasion of Afghanistan (1979).</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks  <b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It led to a 10-year involvement in Afghanistan for the Soviet Union and the ending of détente with the USA.</li> <li>• It pushed President Carter into issuing the Carter Doctrine. This stated that any attempt by any outside force to gain control of the Persian Gulf region would be regarded as an assault on the vital interests of the USA, and would be repelled by any means necessary.</li> <li>• It resulted in a US boycott of the 1980 Moscow Olympic Games.</li> <li>• It led the USA to place economic sanctions on the Soviet Union and to offer assistance to the <i>Mujahideen</i>.</li> </ul>		



Question		
2		<p>Write a narrative account analysing the key events of the Prague Spring (1968).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Alexander Dubček</li> <li>• Soviet control.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

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

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

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

### Indicative content guidance

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

Relevant points may include:

- In January 1968, it was clear that the New Economic Model had failed. As a result Novotny was challenged and replaced by Dubček who began to introduce reforms
- Dubček acknowledged that ordinary Czechs disliked the methods of Soviet control and he allowed free speech and a free press.
- In April 1968, the Czech Communist Party Central Committee stated their support for Dubček's policies leading to Liberal demands for even greater freedoms.
- Eastern European countries such as East Germany grew concerned when Dubček developed economic ties with West Germany and sought action.
- In July 1968, the Soviet leadership announced that it had evidence that West Germany was planning an invasion of the Sudetenland and asked permission to send in the Red Army to protect Czechoslovakia.
- In August, forces of the Warsaw Pact invaded leading to the restoration of Soviet control.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the Truman Doctrine (1947) for the development of the Cold War.</li> <li>• The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961-63.</li> <li>• The importance of the Helsinki Agreements (1975) for superpower relations.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p><b>The importance of the Truman Doctrine (1947) for the development of the Cold War</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Truman Doctrine showed the USA's intention to become involved in European affairs and challenge the spread of communism.</li> <li>• It led to the USA embracing openly the policy of containment and was a clear indication to the Soviet Union that there would be a robust counter to its foreign policy.</li> <li>• Truman's speech made it clear that the world was divided into two and that in future there was a choice between capitalism and communism.</li> <li>• It meant that the Marshall Plan was accepted in the USA and became the 'other half of the walnut', using the USA's economic power in the Cold War.</li> </ul> <p><b>The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961-63</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Within days of the construction of the Wall, the USA sent in more than 4000 troop reinforcements with hundreds of armoured vehicles which travelled by road across East Germany, showing that the</li> </ul>		

USA would not be intimidated by Soviet Union.

- The existence of the Wall eased tensions because the Soviet Union was content that the flow of refugees to the West had been halted.
- The Wall was a constant reminder to both sides of the ideological division between them and periodic deaths of attempted escapees served to feed the hatred between the two powers.
- It made the USA more determined not to leave West Berlin and was a reason for Kennedy's visit in 1963 when he made the '*Ich bin ein Berliner*' speech. This showed the Soviet Union that the USA would continue to be a military and diplomatic presence in Europe.

#### **The importance of the Helsinki Agreements (1975) for superpower relations**

Relevant points may include:

- Superpower relations were improved by the Agreements which furthered détente in the 1970s.
- There was an acceptance of post-war European frontiers and the Soviet Union accepted the existence of West Germany, thus easing tension.
- The Soviet Union's failure to observe the agreement on human rights led to increased tension.
- The Agreements did some good because the SALT 2 talks continued.



Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/28 and 29)

Part A: Period study options

**Options 28 & 29: Conflict in the Middle East, 1945–95**

## Part A: Period study: Conflict in the Middle East, 1945–95

Question		
1		<p>Explain <b>two</b> consequences of the Camp David agreements (1978–79).</p> <p><b>Target:</b> Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p><b>AO2:</b> 4 marks</p> <p><b>AO1:</b> 4 marks</p> <p><b>NB</b> mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple or generalised comment is offered about a consequence. [AO2]</li> <li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain a consequence. [AO2]</li> <li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Most Egyptians were pleased with the agreements as they had brought an end to 30 years of conflict between Israel and Egypt.</li> <li>• A small minority of Egyptians, mainly Islamists, opposed the agreements and turned against Sadat for making peace and, in 1981, he was assassinated.</li> <li>• The Israelis felt more secure now they had traded land for peace and had neutralised the biggest Arab military power.</li> <li>• There was no permanent peace settlement in the Middle East as other Arab states opposed the agreements and were not prepared to make peace with Israel.</li> </ul>		

Question		
2		<p>Write a narrative account analysing the key events of 1966–67 that led to the outbreak of the Six Day War (1967).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Syria's support for Fatah</li> <li>• the actions of Nasser.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].  <b>AO2:</b> 4 marks  <b>AO1:</b> 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

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

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

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

### Indicative content guidance

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

Relevant points may include:

- In February 1966, a new government came to power in Syria that demanded the 'liberation of Palestine', and supported Fatah-based raids on Israel launched from Syria.
- The Palestine Liberation Organisation carried out guerrilla raids on Israel in 1966, which led to Israeli civilian and military casualties.
- Following Arab guerrilla raids, Israel carried out a reprisal raid on the village of Samu on 13 November 1966.
- Many Arab leaders were publicly critical of Nasser, which put pressure on him to prove that he was still determined to overthrow Israel; in 1966 and 1967, Nasser made speeches threatening the destruction of Israel.
- On 22 May 1967, Egypt closed the Gulf of Aqaba to all Israeli shipping and all ships bound for Eilat. This had serious economic consequences for Israeli trade.
- Fearing an attack, on 5 June 1967 Israel carried out a pre-emptive strike on several Arab states and the war began.

Question		
3		<p>Explain <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine.</li> <li>• The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt.</li> <li>• The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue.</li> </ul> <p><b>Target:</b> Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 8 marks  <b>AO1:</b> 8 marks  <b>NB</b> mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul>

### Marking instructions

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

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

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

### Indicative content guidance

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

#### The importance of the bombing of the King David Hotel (1946) for the British mandate in Palestine

Relevant points may include:

- It worsened relations between the British and the Jews especially as the British found it difficult to arrest those responsible and resorted to mass interrogations.
- The direct attack on British military headquarters and the high death rate greatly reduced support and sympathy from the British public for the Jewish cause in Palestine.
- Terrorist attacks such as that on the King David Hotel greatly weakened the morale of the British forces in Palestine.
- It contributed to the decision of Attlee's government to withdraw from Palestine and hand over the mandate to the United Nations in 1948.

#### The importance of Israeli attacks on Gaza (1955) for relations between Israel and Egypt

Relevant points may include:

- It greatly increased rivalry between Israel and Egypt with Nasser more determined to crush Israel.
- Nasser retaliated by closing the Gulf of Aqaba to Israeli shipping and air traffic and giving support to Palestinian *fedayeen* raids.



- Nasser agreed an arms deal with Czechoslovakia, a Soviet ally, which made Egypt a greater threat to Israel.
- The success of the attack on Gaza encouraged Israel to take further action against Egypt including the invasion of the Sinai Peninsula and the Suez Canal.

**The importance of Arafat's speech to the UN renouncing terrorism (1988) for the Palestinian issue**

Relevant points may include:

- It encouraged talks between US and PLO representatives in Tunisia about a settlement of the Palestinian issue.
- In late December 1988, Pope John Paul II received Arafat in the Vatican and, by the first week of 1989, about 70 countries had recognised the new state of Palestine.
- It reopened the peace process in the Middle East as Arafat accepted UN Security Council Resolutions 242 and 338.
- Arafat's public renunciation of the use of terrorism increased the possibility of Arafat and the PLO being involved in the peace process.



Specimen assessment materials for  
first teaching September 2016

Paper 2: Period study **and British depth study** (1HI0/20, 22, 24, 26 and 28)

Part B: Medieval depth options

**B1: Anglo-Saxon and Norman England, c1060–88**

**B2: The reigns of King Richard I and King John, 1189–1216**

### B1: Anglo-Saxon and Norman England, c1060–1088

Question	
4 (a)	Describe <b>two</b> features of the Domesday Book.  <b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• <i>It was ordered by King William (1) to discover who owned what in England (1).</i></li><li>• <i>It was a formal record of possessions and tax criteria (1) e.g. it recorded landholdings before and after the reign of Edward the Confessor (1).</i></li><li>• <i>It covered most of England (1) except, e.g. London and the extreme North (1).</i></li></ul> Accept other appropriate features and supporting information.	

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

### **Marking instructions**

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

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

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

### **Indicative content guidance**

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

Relevant points may include:

- The borderlands with Wales had been unstable pre-1066 and continued to be so after Hastings – William needed stability.
- William's supporters had been promised land during William's preparations for going to England.
- The borderlands had to be secured to prevent rebels and new opponents from congregating.
- William did not have the military means to subdue the area on his own.
- Marcher earls were given great autonomy and would control the land in his name but at their expense because William did not have the financial means to subdue the Marcher lands.

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

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

### Indicative content guidance

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Relevant points that support the statement may include:

- William replaced Englishmen with Norman bishops and this strengthened his control over the church.
- William's control of ecclesiastical elections and presence at Church councils ensured he had his way in most cases.
- The placing of the Church within the system of military feudalism benefited his political control over England, and bishops became part of the feudal military structure, adding to his security and control.
- The appointment of Lanfranc as Archbishop of Canterbury showed that William was keen to determine his right to appoint senior positions in the church; Lanfranc proved a willing supporter of William, especially by excommunicating rebels.

Relevant points that counter the statement may include:

- A Norman governing class was established by William giving land to his key supporters; in many instances the land was in geographical areas crucial to securing permanent control of England e.g. the borderlands.
- Norman landowners collected taxes for William and also provided soldiers so securing his grip on England further.
- Increased Normanisation of Anglo-Saxon society was ensured by introducing aspects of Norman law and the Norman legal system.
- William secured control over the Anglo-Saxons by means of language; the language of the victor superseded Anglo-Saxon.



Question		
4 (c) (ii)		<p>'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070-71).' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• leadership</li> <li>• punishment</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: similarity and difference [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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### Indicative content guidance

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Relevant points which support the statement may include:

- In the early stages of the rebellions, William appointed Norman leaders in each area to attempt to bring the revolts under control.
- William successfully raised and led an army to put down both rebellions.
- There were severe punishments meted out to some prominent individuals in York and there were similar actions after the ending of Hereward's revolt.
- In both instances, the strength of the rebels was undermined by isolating them from their allies e.g. in the North by buying off the Danes and in the Ely area by bribing local church officials to reveal a passage through the Fens.

Relevant points which counter the statement may include:

- In his attack on Hereward, William not only used land forces but also raised a fleet.
- William laid waste to the North on the conclusion of the rebellion but did not repeat the method after Hereward disappeared; ordinary participants were hounded in the North but pardoned in the Ely area.
- Castles were built in York and across the north in response to the rebellion but this did not occur in the Ely area.
- William gave out some pardons to those leaders who surrendered in the North but made and broke promises of safe conduct on surrender to the leaders of Hereward's rebellions.

## B2: The reigns of King Richard I and King John, 1189–1216

Question	
5 (a)	<p>Describe <b>two</b> features of the role of William Marshal as Protector.</p> <p><b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks</p>
Marking instructions	
<p>Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• <i>He was appointed Protector on the death of John (1) by the king's council (1).</i></li><li>• <i>Marshal had Henry III crowned and anointed promptly (1) giving legitimacy to Henry's position (1).</i></li><li>• <i>Marshal indicated Henry would rule according to the Magna Carta (1) securing support from the nobility (1).</i></li></ul> <p>Accept other appropriate features and supporting information.</p>	

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

### **Marking instructions**

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

### **Indicative content guidance**

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Relevant points may include:

- The capture of Jerusalem was seen as crucial because it was the symbolic centre of the Christian church. Pope Clement III called for monarchs to recapture former Christian territory.
- Richard saw himself as a chivalrous king and took the mantle of crusader and having just become King of England vowed to win back Jerusalem.
- The Crusader knights had been defeated at the Battle of Hattin in 1187 and Saladin had captured territories that the earlier Crusaders had won.
- Islam was in possession of the city and most of the crusader Kingdom of Jerusalem.
- There was a popular demand for a crusade in England with many knights eagerly preparing for the crusade and Richard sought to be in the vanguard.

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

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Relevant points that support the statement may include:

- Arthur's claim was well known but disputed between the English and continental camps. John needed to remove any threat.
- Any direct blood claim to the throne was removed with Arthur's disappearance and then death, which again strengthened John's claim.
- Arthur had led an army in France and thus the connection with France was dangerous for John in terms of security, finance and international standing.

Relevant points that counter the statement may include:

- John was supported by most of the nobility in England and this strengthened his position.
- Richard had proclaimed John as heir on his death bed, which gave John a very strong claim.
- Philip of France, in the Treaty of Le Goulet, recognised John as King of England and John accepted Philip's right as the legitimate feudal overlord of his lands in France.
- Philip agreed not to support Arthur and accepted John's key role in Brittany, thus diluting Arthur's power base further.
- John's marriage to Isabella of Angoulême had won over more of the English nobility and the marriage looked to guarantee the nobles' lands in France, which won favour for John.

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



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Relevant points that support the statement may include:

- The Interdict had an impact on all levels of society in England, increasing John's unpopularity.
- The Interdict affected the lives of ordinary people throughout England by banning Church services and ceremonies, such as, the right to a Christian burial.
- Many clerics objected to the fines and imprisonment employed by John in order to weaken the effects of the Interdict.

Relevant points that counter the statement may include:

- The dispute led to King John's excommunication by the Pope which had the effect of challenging his legitimacy as king: any opponents, such as the barons, could claim that he was not the rightful ruler of England.
- The dispute had the effect of threatening the security of England as the Pope had stated that he would look favourably on anyone who sought to remove John; in 1213 it appeared that Phillip II of France was preparing to invade.
- To help bring the dispute to an end King John had to accept that the Pope could choose the Archbishop of Canterbury meaning that the power of the English king to choose Church appointments was diminished.
- The dispute undermined the power of the king: to end the dispute John agreed that England would become a papal fief which meant that John, and future English rulers, would have to do homage to the Pope and pay feudal taxes to Rome.



Specimen assessment materials for  
first teaching September 2016

Paper 2: Period study **and British depth  
study** (1HI0/21, 23, 25, 27 and 29)

Part B: Tudor depth options

**B3: Henry VIII and his ministers,  
1509–40**

**B4: Early Elizabethan England, 1558–88**

### B3: Henry VIII and his ministers, 1509-40

Question	
4 (a)	Describe <b>two</b> features of the Treaty of London (1518). <b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• It was a non-aggression pact <b>(1)</b> of key European powers, e.g. England, France, Holy Roman Empire (HRE) <b>(1)</b>.</li><li>• The Ottomans were encroaching too far into Europe <b>(1)</b> and this was a Christian agreement against the Ottomans <b>(1)</b>.</li><li>• The Treaty was designed by Wolsey <b>(1)</b> who sought to avoid Henry embroiling England in war <b>(1)</b>.</li></ul> Accept other appropriate features and supporting information.	

Question		
4 (b)		<p>Explain why Cromwell fell from power in 1540.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Anne of Cleves</li> <li>• court factions.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation [AO2];  Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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

### **Indicative content guidance**

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Relevant points may include:

- Henry was extremely upset by the physical appearance of Anne; Cromwell was accused of misleading the king and he began to lose Henry's confidence.
- Henry's marriage to Anne was unconsummated and Cromwell was slow to effect a divorce or annulment.
- The court faction led by Norfolk hated Cromwell and objected to the latter's reforms in government.
- Norfolk and Cromwell had clashed over the Six Articles and the former was able to accuse Cromwell of treason weakening Cromwell's position.
- Gardiner and the Catholic group at court were anti-Cromwell because of the death of Fisher and sought revenge.
- Cromwell was thought to want a more Protestant church and this incurred Henry's displeasure adding to his loss of favour.

Question		
4 (c) (i)		<p>'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Amicable Grant</li> <li>• Catherine of Aragon.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### Marking instructions

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

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

### Indicative content guidance

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Relevant points that support the statement may include:

- Shortage of money led to the introduction of the Amicable Grant by Wolsey, which created ill-will and unrest resulting in open rebellion.
- Reliance on loans and taxation, such as the Amicable Grant, meant that Henry did not have to call parliament and this angered the gentry.
- Henry used up the monies left by his father and could not fulfil his foreign aims unless he had adequate finances.
- Henry experienced a major financial problem as a result of the Field of the Cloth of Gold (1520) and spent a huge amount on wars against Francis I (1523–25).

Relevant points that counter the statement may include:

- The succession was the key issue for Henry. By 1529, Catherine was past child-bearing age and her only surviving child was her daughter, Mary.
- Diplomatic problems arising from Henry's desire for a divorce brought him into conflict with the Holy Roman Emperor and the Pope.
- Political and social insecurity was heightened by an increase in inflation.
- Wolsey was becoming a major problem as a result of the divorce proceedings and the antipathy towards him from leading court figures.



Question		
4 (c) (ii)		<p>'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the activities of monks and nuns</li> <li>• monastic lands.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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

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

### **Indicative content guidance**

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

Relevant points that support the statement may include:

- Reports of corruption in some of the monasteries gave ammunition for change and dissolution.
- The scandalous activities of monks and nuns reported by the commissioners undermined the integrity of the monasteries.
- The findings of the commissions led to the Act of Parliament of 1536 which gave power to dissolve the religious houses.

Relevant points that counter the statement may include:

- Monastic lands, confiscated as a result of the dissolution, could be used to reward political supporters.
- It was an issue of finance – Henry needed money after emptying the treasury left by his father and pursuing an expensive foreign policy.
- Dissolving the monasteries would undermine the power of the Papacy in England.
- Many Protestant reformers did not see a purpose in monasteries.

#### B4: Early Elizabethan England, 1558–88

Question	
5 (a)	Describe <b>two</b> features of Drake's raid on Cadiz (1587). <b>Target:</b> Knowledge of key features and characteristics of the period. <b>AO1:</b> 4 marks
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"><li>• Permission was given by Queen Elizabeth to spy on Spanish preparations for invasion <b>(1)</b> – Drake had four naval vessels and some support ships <b>(1)</b>.</li><li>• Drake sailed into the Spanish harbour of Cadiz <b>(1)</b> and 30 Spanish vessels were sunk <b>(1)</b>.</li><li>• This delayed the preparations for the Armada <b>(1)</b> and the Armada sailed in mid-1588 <b>(1)</b>.</li></ul> Accept other appropriate features and supporting information.	

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

### **Marking instructions**

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

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

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

### **Indicative content guidance**

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

Relevant points may include:

- The wool trade with Europe had collapsed causing large-scale unemployment.
- Prices rose and wages remained static or fell leading to inflation.
- Rents increased and were kept high causing problems for tenants.
- Coinage was debased and the standard of living was lowered, with consequences for poverty.
- Poor harvests led to reduced income for farmers and farm labourers.
- Population increases and the attendant pressure on resources led to high prices and increased poverty.

Question		
5 (c) (i)		<p>'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Puritan demands</li> <li>• Roman Catholic nobility.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: significance [AO2];            Analysis and evaluation of second order concepts: significance [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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Relevant points that support the statement may include:

- There was persistent Puritan opposition in parliament to the religious settlement.
- Puritan demands for closer consultation about future change threatened the religious settlement.
- Some Puritan bishops appointed enthusiastic preachers who attacked the settlement.
- Many Puritans looked to the work of John Knox, who questioned the legitimacy of Elizabeth as Supreme Governor of the Church.

Relevant points which counter the statement may include:

- The large number of Catholic nobles in the House of Lords presented a continuing challenge to the religious settlement.
- There was a fear of an uprising led by the Catholic nobility in reaction to the religious settlement.
- The Papal threat of excommunication and a possible resultant invasion was a great challenge to the settlement.
- The moderate nature of the religious settlement came under continual challenge from both Catholic and Protestant extremists.

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



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Relevant points that support the statement may include:

- Walsingham used the Babington Plot as evidence to justify the execution of Mary.
- The Babington Plot intended the murder of Elizabeth and thus Mary could not be allowed to remain a threat.
- The plot threatened England's security with possible invasion from France and Spain, so it was incumbent on Elizabeth to remove Mary permanently.

Relevant points that counter the statement may include:

- There was constant pressure from parliament to solve the issue of Mary.
- Mary was a focus for discontented Catholics who hoped she would restore Catholicism and the Babington Plot was only one of several attempts to put Mary on the throne.
- Mary's presence continued to be an issue and the imprisonment of a fellow monarch in England was a problem for Elizabeth, therefore Mary's removal was a solution.
- The lack of a direct heir created political instability.