

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper B2: British depth study – B2

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

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

Question	
1 (a)	Describe **two** features of royal revenues during the reigns of King Richard I and King John. Target: Knowledge of key features and characteristics of the period. AO1: 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.

- *The king received money from the royal demesne (1), this included collection of rent (1).*
- *Scutage was paid instead of providing military service (1), used to pay for additional soldiers (1).*
- *Revenue could be raised by the selling of offices (1), such as the position of sheriff (1).*

Accept other appropriate features and supporting information.

Question		
1 (b)		Explain why King John lost control of Normandy. You may use the following in your answer: • King John's marriage • Chateau Gaillard You must also use information of your own. Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	7–9	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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:

- King John's marriage to Isabella of Angoulême in 1200 lost him valuable support within Normandy, from the powerful Hugh de Lusignan, who now sided with Philip II of France.
- The fall of Chateau Gaillard meant that Philip II's forces could easily overrun Normandy.
- John's refusal in 1202 to attend Philip's court, gave Philip the right to order John's forfeiture of Normandy.
- Barons who owned land in both England and Normandy and supported John, switched their loyalty to Philip II.
- There was a lack of support from many English barons for war in Normandy as, after the expense of the Third Crusade, many were opposed to financing further conflicts.
- King John was unable to deploy sufficient resources to defend Normandy from Philip, as his forces were also needed to defend other areas under Angevin control.

Question		
(c) (i)		'Religion was the main motive for King Richard I's involvement in the Third Crusade.' How far do you agree? Explain your answer. You may use the following in your answer: • the Pope • reputation You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

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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 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 which support the statement may include:

- Richard was motivated to be involved in the Third Crusade as he believed it was his religious duty to respond to the Pope's call for a crusade.
- Richard's involvement in the Third Crusade was motivated by the desire to recapture Jerusalem from Saladin's forces.
- Richard believed that after having taken the Cross in 1187, he needed to fulfil his religious obligation.
- Richard believed that by being involved in the Crusade he would gain a full indulgence.

Relevant points which counter the statement may include:

- Richard wanted to get involved so that he would gain a reputation as a great military warrior.
- Richard wanted to demonstrate his reputation as a powerful leader by setting an example to other leaders such as Philip II of France and Frederick I, Emperor of Germany.
- Richard's motivation to recapture Jerusalem included his ancestry, as he was the great-grandson of Fulk of Anjou, a previous king of Jerusalem.
- Richard believed that involvement in the Crusade could bring financial benefits from the 'spoils of war.'

Question		
(c) (ii)		'The succession was the main problem facing England when King John died.' How far do you agree? Explain your answer. You may use the following in your answer: • William Marshal • the economy You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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Relevant points which support the statement may include:

- John's choice of William Marshal as Protector, to rule until Henry was older, was unpopular with many barons.
- There was a problem with the succession when King John died as his son, Henry, was only nine-years old.
- There were many rebel barons that supported Louis' claim to succeed to the throne.

Relevant points which counter the statement may include:

- England had the problem of a weak economy as the country was being made bankrupt by the civil war, which made it impossible to collect taxes.
- The economy was weak due to the disruption to trade during the civil war, particularly in London and eastern England.
- When King John died, England was still fighting a civil war, with the rebel barons in charge of half the country.
- England faced problems from the Welsh trying to seize land on the border with England.
- England faced problems from Scotland as the King of Scotland, Alexander, controlled some northern areas of England.

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