

Mark Scheme (Results)

Summer 2024

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

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.

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.

British Depth Study_B2: The reigns of King Richard I and King John, 1189–1216

Question	
1 (a)	Describe two features of the feudal system. 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 feudal system organised society (1), with the king at the top of the hierarchy (1).* • *Tenants-in-chief held land (1), and provided knights for the army (1).* • *Peasants were at the bottom of the hierarchy (1), farming the land (1).* Accept other appropriate features and supporting information.	

Question		
1 (b)		Explain why the Church had so much influence during the reigns of King Richard I and King John. You may use the following in your answer: • people's everyday lives • the Church's role as landowner 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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 belief that God controlled every aspect of life, for example health, livestock and harvests, and religious ceremonies that marked key events, made the Church influential in people's everyday lives.
- Priests were the most important individuals that everyone had contact with. They influenced people's behaviour, such as attending mass every Sunday, and gave spiritual guidance.
- The Church's role as landowner, owning near to a quarter of the land in England, gave it considerable influence and authority over local people.
- Monasteries had an influential role in society by offering help for the sick, some education and accommodation for travellers.
- The Church was very influential in politics as the English Church was controlled by the Roman Catholic Church, and the Pope, at times, became involved in England's political affairs, such as during the Crusades and with the Interdict.
- The Church had political influence in both local areas and the king's government, by providing similar services to the monarch as barons and earls, and with the position of Chancellor being appointed from the clergy.

Question		
1 (c) (i)		'Richard I's victory at Acre was his main achievement during the Third Crusade.' How far do you agree? Explain your answer. You may use the following in your answer: • Saladin's surrender • Richard I's victory at Arsuf 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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 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's military victory at Acre led to Saladin's forces surrendering, as well as Saladin's commitment to the handing over of siege weapons, ships and gold coins.
- The victory at Acre secured the port, which was essential for later developments; it provided the means to ensure supplies of food and military equipment for the crusaders on their way to Jerusalem.
- After Acre, Saladin agreed to returning the sacred True Cross to the Christians, which had significant symbolic importance for the crusaders.
- Richard I's military victory at Acre significantly enhanced Richard's reputation as a skilful military leader and the battle achieved a truce and permission for Christians to visit Jerusalem.

Relevant points which counter the statement may include:

- At the Battle of Arsuf supplies were well organised, Saladin was forced to withdraw and Richard's reputation as a heroic leader remained intact.
- As a result of Richard's success at Arsuf, he was able to take control of Jaffa and strengthen the city's defences.
- Following Richard I's victory at Jaffa (1192), he remained a heroic military leader as well as ensuring that the Christians kept control of some of the Holy Land.
- The victory at Acre was short-lived as Saladin did not keep the promises made, failing to release prisoners and refusing to hand over the True Cross.

Question		
1 (c) (ii)		'King John's financial demands were the main reason for his difficult relationship with the barons in the years 1199–1214.' How far do you agree? Explain your answer. You may use the following in your answer: • scutage tax • failures in Normandy 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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Relevant points which support the statement may include:

- John's use of the scutage tax was opposed by many barons; they resented the almost annual demands rather than its collection for occasional use and the funds from scutage were regarded as wasted in the 1214 campaign to regain Normandy.
- John's introduction of the tax on moveables and incomes in 1207 was widely resented by the barons.
- John's imposition of fines on individual barons was regarded by many as unreasonable.
- John's increased demands for the barons to fund his extravagant lifestyle, such as additions to castles, lavish clothes and expensive food, led to criticism from many barons.

Relevant points which counter the statement may include:

- John's failures over Normandy led to resentment from the barons, for example, after the fall of Chateau Gaillard John's reputation as a warrior king diminished and the failure to regain Normandy in 1214 meant that loyal barons could not be rewarded with land.
- Many barons resented John's use of arbitrary power, such as the closing down of many courts, which was widely regarded as interference in, and abuse of, the justice system by the king.
- John's use of favourites made the relationship with his barons difficult, as many felt excluded from decision-making and resented the rewards received by some individuals.
- John's excommunication in 1209 created difficulties in his relationship with the barons; the Church encouraged barons to oppose John.

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