

Mark Scheme (Final)

Summer 2025

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

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

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Summer 2025
Question Paper Log Number P76420A
Publications Code 1HI0_B2_2506_MS
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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.

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

Question	
1 (a)	Describe **one** feature of the pogroms of 1189-90 against the Jewish population in England. **Target**: Knowledge of key features and characteristics of the period. **AO1**: 2 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 attacks began at Richard I's coronation in London* ***(1)****, when some leading Jewish people tried to give the king gifts* ***(1)****.* • *Richard ordered the attacks to be stopped* ***(1)****, the Jewish population in England was under his protection* ***(1)****.* • *In York, Jewish people used the castle as a refuge from attack* ***(1)****, but with no escape, many committed suicide* ***(1)****.* Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe **one** feature of King Richard's involvement in the Third Crusade. **Target**: knowledge of key features and characteristics of the period. **AO1**: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *King Richard was the first ruler to announce he would join* ***(1)****, believing it would bring him great prestige.* ***(1)****.* • *King Richard led the English army* ***(1)****, gathering his forces in Sicily* ***(1)****.* • *King Richard failed to capture Jerusalem* ***(1)****, after ordering his army to retreat* ***(1)****.* Accept other appropriate features and supporting information.	

Question		
2		Explain why the barons rebelled against King John in 1215. You **may** use the following in your answer: • defeat in Normandy (1214) • arbitrary power 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:

- John's failure in Normandy, at the Battle of Bouvines, made the barons more rebellious. It was a military defeat that had been very costly.
- John's use of arbitrary power angered many barons, e.g. many who were in debt to the king felt especially vulnerable and fearful following John's harsh treatment of William de Briouze.
- Many barons felt John was unfair with his use of the inheritance 'fine' to raise money, which frequently seemed excessive.
- Many barons resented their decreasing influence in government. John had appointed several 'new men', e.g. Peter des Roches, John's justiciar, so alienating many barons.
- By 1215, many barons resented John's increasing need to raise money, with taxes such as tallage and the use of scutage leading to open opposition.
- Many barons were angry at John's refusal to keep to agreements made at Runneymede and his request to the Pope to nullify Magna Carta.

Question		
3		'Support from the King of France was the main reason why John was able to secure the throne of England.' How far do you agree? Explain your answer. You **may** use the following in your answer: • peace treaty with Philip II, King of France • John's nephew, Prince Arthur 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.*

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:

- In May 1200, John was able to strengthen his position as king by securing two years of peace with Philip II of France.
- In the Treaty of Le Goulet, Philip II recognised John as King of England and John accepted Philip's right as the legitimate feudal overlord of his lands in France.
- Philip's acceptance of John as king reassured the barons that their lands in France were safe.
- Philip II agreed not to support any rival claims to John's throne.

Relevant points which counter the statement may include:

- John's position as king was secured with the disappearance, and later murder, of his nephew Prince Arthur, as it removed any direct blood claim to the throne.
- Richard naming John as his preferred successor, and support from his politically-influential mother, Eleanor of Aquitaine, helped John secure his succession as this encouraged support for John from many of the barons in England.
- Early in his reign, John secured his position in the country by keeping continuity in government through advisors that had worked with Richard and with trusted barons protecting England's border with Scotland.
- Many of the English nobility felt that John's marriage to Isabella of Angoulême strengthened John's position in France and could guarantee their lands in France.

Question		
4		'In medieval England, life for ordinary people in towns was very different from the lives of peasants in the countryside.' How far do you agree? Explain your answer. You **may** use the following in your answer: • villeins • the influence of the Church You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: difference/similarity [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:

- Most peasants in villages were villeins tied to the local lord and led very different lives from freemen living in towns.
- In towns, there was a much greater range of jobs and trades, whereas in the countryside work on the land was the main form of employment.
- In towns, people were able to buy a wider range of goods at regularly held markets, whereas peasants living in the countryside would have to travel to the nearest town or rely on sellers visiting villages, to buy items such as shoes and pots.
- Life in towns was very similar all year, whereas for peasants the nature of their work was much more seasonal, such as sowing crops in the spring and harvesting in the autumn.

Relevant points which counter the statement may include:

- For both ordinary people in towns and for peasants, the Church had a significant influence on their everyday lives, with regular attendance at services, following of the liturgical calendar and believing in the Church's teachings and expectations.
- For both those living in towns and as peasants, most had physically demanding work, such as employment as servants in towns or agricultural labourers in the countryside.
- In both towns and villages, life expectancy was short, with disease widespread due to dirty living conditions and high levels of poverty.
- The lives of women in both towns and villages were similar, with the expectation they would fulfil domestic duties as well as employment in towns or work as an agricultural labourer.

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