



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE
In History (1HIA & 1HIB)
Paper B2: British depth study – B2 (1HIA &
1HIB 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.

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 I and King John, 1189-1216

| Question | |
|--|---|
| 1 (a) | Describe two features of the pogroms of 1189-90 against the Jewish population in England. 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. <ul style="list-style-type: none">• <i>The attacks began at Richard I's coronation in London (1), when some leading Jews tried to give the king gifts (1).</i>• <i>Richard ordered the attacks to be stopped (1), the Jews in England were under his protection (1).</i>• <i>In York, the Jews used the castle as a refuge from attack (1), but with no escape many committed suicide (1).</i> Accept other appropriate features and supporting information. | |

| Question | | |
|----------|-------|---|
| 1 (b) | | <p>Explain why Richard I failed to recapture Jerusalem.</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"> • supplies of food • Saladin <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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] <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"> • 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] <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"> • 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] <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 lack of food supplies and of fresh water meant that many of Richard's soldiers were exhausted and disease spread easily. This made it difficult to advance to Jerusalem.
- Saladin's skilful leadership of a powerful army, along with heavily-defended forts, made it very difficult for the Crusaders to recapture Jerusalem.
- By 1192, Richard's priority to return home and Saladin becoming ill, led to both leaders agreeing to a truce, allowing the Turks to remain in control of Jerusalem.
- On the first and second marches towards Jerusalem Richard ordered the Crusaders to retreat, as many Crusaders feared the strength of Saladin's forces.
- Richard's chances of recapturing Jerusalem were damaged because, following disagreements with Philip II, the French king decided to abandon the Crusade.
- Richard decided to abandon the Crusade, as it was more important for him to return to England; he had heard that his lands in France were being attacked by his brother, John, and the French king, Philip II.

| Question | | |
|----------|-------|--|
| (c) (i) | | <p>'Knight service was the most important factor in the king's control of England.'</p> <p>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"> • raising an army • sheriffs <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks.</p> <p>AO1: 6 marks.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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] • 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] <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"> • 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] <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"> • 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] <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 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:

- Knight service was important as it maintained the king's military power by providing significant numbers of soldiers, with men serving in the army for up to two months a year.
- The king's control over the entire country was helped with knights ensuring that castles were defended by having to perform duties in their lord's castle for up to 40 days a year.
- Knight service meant that the king could maintain control with a large army without the heavy expense of having to pay soldiers.

Relevant points which counter the statement may include:

- There was a system of local government with sheriffs and forest officials appointed by the king to maintain control.
- Forfeiture allowed the king to keep control, e.g. by seizing the land of any tenants found guilty in court of committing a crime, seizing the land of knights who did not fulfil their feudal duties.
- The royal demesne, which made up just under a quarter of all land, maintained the king's financial position with a significant regular income.
- The act of homage in the feudal system helped the king maintain control as it ensured loyalty from the tenants-in-chief to the monarch.
- The king had control over the legal system by appointing judges and travelling around the country to hear court cases and to make final judgements.

| Question | | |
|----------|-------|--|
| (c) (ii) | | <p>'King John's disputes with Pope Innocent III were the main reason for John's unpopularity in England.' 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"> • the Interdict • arbitrary power <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-4 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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] • 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] <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"> • 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] <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"> • 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] <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 which support the statement may include:

- John's refusal to accept Pope Innocent III's choice of Stephen Langton as the new Archbishop of Canterbury led to the Interdict, which was unpopular with some senior clergy.
- The withholding of religious ceremonies and the cancelling of Holy Days during the Interdict made John unpopular with the general population.
- The Pope's excommunication of John in 1209 increased John's unpopularity with many in the Church and led to a significant number of bishops leaving England.
- Many barons resented John being excommunicated, as it placed them in the difficult position of having to decide if their allegiance was to the Pope or to John.

Relevant points which counter the statement may include:

- Many barons resented John's arbitrary power and his use of punishments, such as large fines and imprisonment, which were widely regarded as too harsh and unfair.
- John's unpopularity grew with the wide range of financial impositions he placed on the barons in order to finance expensive expeditions to France.
- John's closing down of the Westminster law court and many local courts was widely unpopular and was seen as John abusing the justice system for his own advantage.
- John's unpopularity grew significantly after his defeat at the Battle of Bouvines, which was regarded as a very expensive failure and the end of any hopes to regain control of Normandy.

