



GCSE



Part of WJEC

C100UA0-1

FRIDAY, 16 MAY 2025 – MORNING

HISTORY

COMPONENT 1: STUDIES IN DEPTH

British Study in Depth

1A. Conflict and Upheaval: England, 1337–1381

1 hour plus your additional time allowance

Surname _____

First name(s) _____

Centre Number _____

Candidate Number 0 _____

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	4	
2.	8	
3.	12	
4.	10	
5.	16	
SPaG	3	
Total	53	

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

Answer all questions on the examination paper.

Write your answers in the spaces provided in this booklet. Additional space is provided for Question 5 within the booklet (if required). If further space is required for any question, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question.

Question 5 will assess your ability to construct a balanced, reasoned and well-substantiated extended response.

In addition, your answer to Question 5 will assess your ability to spell, punctuate and use grammar accurately and use a wide range of specialist terms as appropriate.

The sources used in this examination paper may have been amended, adapted or abridged from the stated published work in order to make the wording more accessible.

The sources may include words that are no longer in common use and are now regarded as derogatory terminology. Their inclusion reflects the time and place of the original version of these sources.

Answer ALL questions.

QUESTION 1

Study the sources below and on page 5 and then answer the question which follows.

Source A

The French crossbowmen took the initiative, but none of their bolts hit the English, falling far short of them. The English archers then showered their opponents with arrows. The English dug many trenches in front of their first line of soldiers, so that the French cavalry would stumble when they came to them. This caused great confusion in the French ranks.

[Jean Le Bel, a French chronicler, writing an account of the Battle of Crecy, 1346]

(continued on the next page)

(Turn over)

Question 1 continued**Source B**

At Carcassonne, everyone but the monks ran away and the army lodged in the comfort of the town. After resting in the town and rejecting a plea with money to prevent the Prince from burning the city, the city was burnt, apart from the religious houses. Then, the army marched through the country, avoided conflict, and then headed back towards the town of Homps.

[Geoffrey Le Baker, an English chronicler, writing an account of an English chevauchée, 1355]

What can be learnt from Sources A and B about the tactics used during the Hundred Years' War?

[4 marks]

(continue answer on the next page)

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4

(Turn over)

QUESTION 2

Study the source below and then answer the question which follows.

Source C

John Ball has slunk back to our parish like a fox that evades the hunter, and is not afraid to preach and argue in churches, churchyards, markets and other places. He captivates the peasants with his insults, and spreads scandals about me and other clergy. Concerning the Holy Father himself, he uses dreadful language that shocks the ears of good Christians.

[Simon of Sudbury, the Archbishop of Canterbury, writing in a letter to clergy, April 1381]

To what extent does this source accurately reflect the factors that led to the Peasants' Revolt of 1381?

[8 marks]

[In your answer you should refer to the strengths and limitations of the source and use your own knowledge and understanding of the historical context.]

(begin your answer on the next page

(Turn over)

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(continue answer on the next page)

(Turn over)

(Turn over)

2	6	Total

QUESTION 3

Why did relations between England and France play a significant role in contributing to the outbreak of the Hundred Years' War? [12 marks]

(continue answer on the next page)

(Turn over)

(Turn over)

(Turn over)

4	8	Total

QUESTION 4

Explain the connections between TWO of the following that are to do with the short-term impact of the Black Death upon society. [10 marks]

- Different strains of plague
- Contemporary views of the plague
- Factors aiding the spread of plague
- Arrival of the Black Death

Issues chosen: _____

and _____

(continue answer on the next page)

(Turn over)

(Turn over)

(Turn over)

2	8	Total

QUESTION 5

Read the interpretation below and then answer the question which follows.

By 1351, the pandemic had died down, but whole villages and their fields were empty of inhabitants; crops had rotted in the fields for a lack of labourers to harvest them; animals died for lack of human care. There were not enough serfs and peasants left in England to do the work. This was the most important consequence of the Black Death in England.

[Pat Shipman, a professor of sociology, writing in an article entitled ‘The Bright Side of the Black Death’, published on the website American Scientist in 2014. The website is devoted to science, engineering and technology.]

How far do you agree with this interpretation of the longer-term consequences of the Black Death?

[16 marks]

(continued on the next page)

(Turn over)

Question 5 continued

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3 marks]

(continue answer on the next page)

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(Turn over)

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4	12	Total

SPaG 3

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