

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In History (1HI0)
Paper P2 Period study

Option: P2 - British America, 1713–83: empire and revolution

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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.

Question		
1		Explain two consequences of the Proclamation Act of 1763. Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

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.

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 Proclamation Act established new colonies in Quebec, East Florida and West Florida, encouraging settlement.
- As a result of the Proclamation Act, Native American relations with the British improved due to the banning of colonial settlement west of the Appalachian Mountains.
- Colonists were angered by the British restrictions on settlement on land captured from the French.
- Trade increased between the Native Americans and the colonists due to the removal of limitations on the number of trading licences.

Question		
2		Write a narrative account analysing the ways in which British and American relations deteriorated in the years 1770–75. You may use the following in your answer: • Boston Massacre (1770) • Second Continental Congress (1775) You must also use information of your own. Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	6–8	• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

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The middle mark in Levels 2 and 3 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:

- In Boston, following mob attacks on customs officials, the British placed troops in the city, heightening tension and creating distrust between the British troops and the American colonists.
- In March 1770, British troops fired on demonstrators killing five colonists, an event dubbed as the 'Boston Massacre' by the colonists, necessitating a decision by the British to remove their troops from the city.
- Tensions remained high, as the repeal of the Revenue Act meant colonists still had to pay duty on tea, leading to the Boston Tea Party where colonists destroyed £10,000 worth of tea.
- The British punished the Bostonians by introducing the Intolerable Acts, which restricted everyday life and supplies, turning people living outside Boston against the British.

- The colonists' attempts to get the Intolerable Acts repealed led to a co-ordinated response with the uniting of twelve of the thirteen colonies against the British at the First Continental Congress in 1774.
- The Second Continental Congress was held in 1775 with all thirteen colonies present; no longer willing to rely on non-violent measures they instead prepared for war with the British.

Question		
3		Explain two of the following: • The importance of trade with Britain for the economic development of colonial society in North America in the years 1713–41. • The importance of Spain's protection of runaway slaves for slavery in North America. • The importance of French and Spanish involvement for the American success in the War of Independence. Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

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The middle mark in Levels 2 and 3 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.

The importance of trade with Britain for the economic development of colonial society in North America in the years 1713–41.

Relevant points may include:

- Trade with Britain and its empire provided colonists with a variety of goods, such as tea and spices, and also slave labour, which stimulated the economy in the south.
- The economy of the colonies grew steadily during the first part of the 18th century as Britain provided a market to sell goods like tobacco.
- The British were keen to improve production of raw materials in the colonies, providing credit to the colonists to develop their raw material market, which held back colonial manufacturing and embedded the plantation system.
- American shipbuilding boomed with support from the British, which resulted in the North American colonies prospering.

The importance of **Spain's protection of runaway slaves** for slavery in North America.

Relevant points may include:

- When the Spanish removed the requirement of indenture, the number of slaves running away to St Augustine in Spanish Florida increased.
- The establishment of the town of Mose in Florida, close to the border with South Carolina, provided the local militia with an opportunity to stop attempts by American colonists to retrieve runaway slaves.
- The close proximity of a free area created by Spain's protection encouraged rebellion, e.g. the Stono Rebellion, amongst the slaves in South Carolina.
- Due to fear of possible rebellion from the slave population, the government of South Carolina passed a new slave code, which further restricted the movement of slaves.

The importance of French and Spanish involvement for the American success in the War of Independence.

Relevant points may include:

- Admiral de Grasse's ships blockaded Yorktown, which meant the besieged British were unable to resupply and Cornwallis was forced to surrender to Washington.
- The presence of a significant number of experienced French soldiers fighting on the side of the Continental army enabled Washington to achieve his decisive military victory at Yorktown.
- Due to fear of invasion from the Spanish, the British military were spread thinly on the continental mainland as they were forced to send troops to protect West and East Florida.
- The French supplied the Americans with weapons and encouraged army officers to serve with the Americans, most notably the Marquis de Lafayette, who helped plan campaigns.

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