

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
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.

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.

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

Question		
1		Explain **two** consequences of the Stono Rebellion (1739). **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 rebels were publicly executed to set an example for any slave considering rebellion in the future.
- To prevent further rebellions in Carolina, slaves had their movement restricted under the new slave code.
- To discourage rebellion, fines were imposed on masters who treated their slaves too harshly, in order to encourage slave owners to treat slaves better.
- Plantation owners who could not control their slaves were fined under the new Negro Act of 1740, in order to try to prevent rebellions in the future.

Question		
2		Write a narrative account analysing British and American relations in the years 1774-75. You **may** use the following in your answer: • First Continental Congress • Olive Branch Petition 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.*

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 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 1774, the colonists organised the First Continental Congress to work together against the British in an attempt to repeal the Intolerable Acts.
- The 55 delegates set out their rights and agreed on the Continental Association, which meant the boycotting of British goods.
- The refusal of colonists to pay tax meant provincial congresses took control of the government of the colonies and enforced the boycotts, leading to fighting between colonists and British soldiers at Concord and Lexington.

- The Second Continental Congress met in 1775 at Independence Hall, with all colonies represented, and made George Washington commander-in-chief of the newly established Continental Army.
- The Congress attempted a peaceful solution by appealing to King George III with the Olive Branch Petition, asking again for the repeal of the Intolerable Acts, which he rejected unseen.
- By the end of 1775, the situation had become irresolvable; the British government having passed the Prohibitory Act declaring the colonists rebels and the Congress having made preparations for war.

Question		
3		Explain **two** of the following: • The importance of piracy for British trade in North America. • The importance of Benjamin Franklin for cultural development in the colonies. • The importance of the Declaration of Independence for slavery. **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

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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

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 piracy for British trade in North America.

Relevant points may include:

- Pirates, such as Blackbeard, used ports along the mainland and terrorised shipping as well as the Royal Navy, which was unable to protect merchant shipping coming in and out of the colonies.
- Trade was threatened due to several thousand merchant ships losing their cargo when they were captured or destroyed by pirates.
- The loss of trading ships to pirates increased the cost of trading due to a rise in the cost of insurance.
- The British government was forced to try to protect trade and end piracy by offering pardons and rewards for capturing pirates.

The importance of Benjamin Franklin for cultural development in the colonies.

Relevant points may include:

- As a follower of the Enlightenment, Franklin inspired others to experiment and invent by helping set up the American Philosophical Society.
- Franklin's writing, both as editor of the *Pennsylvania Gazette* and of pamphlets, spread ideas of the Enlightenment across the colonies on a variety of topics.
- As a philanthropist, Franklin improved education by taking a leading role in establishing the Academy of Philadelphia to provide a comprehensive education for future local leaders.
- Franklin helped set up the first subscription library, which provided books for the common people who would not have access otherwise.

The importance of the Declaration of Independence for slavery.

Relevant points may include:

- The failure of the Declaration to specifically mention slavery meant that each future state would determine their own view on the issue of slavery.
- Slavery ended in Massachusetts when slaves and abolitionists used the Declaration in court to declare the practice was illegal and against the concept of 'all men are created equal'.
- The reliance on slavery in the southern colonies meant they did not include slaves under the definition of equal, therefore the Declaration did not make any significant change in the short term.
- Fear of destroying the United Colonies over the issue of slavery made the writers unwilling to take any direct action on the issue, meaning there was only a weak link to abolition in the Declaration, thus allowing slavery to be maintained in most of the former colonies.

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