

Mark Scheme (Results)

Summer 2023

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.

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.

British America, 1713–83: empire and revolution

Question		
1		Explain two consequences of the Enlightenment for British America. 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:

- Education was emphasised in the Enlightenment, resulting in an increase in the number of schools.
- There was a growth in public libraries due to the focus on education during the Enlightenment.
- As a result of the Enlightenment, there was a rapid growth in the number of colonial newspapers providing colonists with greater information.
- The Enlightenment taught the ideals of liberty and equality and these influenced political leaders of the revolution in the North America colonies, such as Thomas Jefferson.

Question		
2		Write a narrative account analysing the key events of the American War of Independence in the years 1775-81. You may use the following in your answer: • Second Continental Congress • Yorktown (1781) 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:

- At the Second Continental Congress in 1775, preparations for war were made, with George Washington appointed commander-in-chief of the colonial forces.
- Despite a victory for the British at Bunker Hill that resulted in heavy losses, the British abandoned Boston within the year.
- The Declaration of Independence, written by Thomas Jefferson, was adopted by Congress on 4th July 1776, providing a clear goal for the colonists to fight for.
- The British strategy to seize control of New England was thwarted when they surrendered at Saratoga in 1777.

- The American victory at Saratoga encouraged the French to become allies with the Americans, which resulted in the French providing supplies and ships to support the siege of Yorktown.
- British attempts to control the South were initially successful under General Cornwallis, but when he surrendered, due to the siege of Yorktown, the British lost the desire to continue with the war.

Question		
3		Explain two of the following: • The importance of immigration for the development of colonial society. • The importance of the 'Atlantic trade triangle' for the colonial economy. • The importance of the Sugar Act (1764) for North American colonists' relations with Britain. 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 immigration for the development of colonial society.

Relevant points may include:

- The various backgrounds of the immigrants caused tension within the colonial society due to religious differences and attempts to limit immigration.
- The number of immigrants coming into the colonial society provided a cheap workforce, which helped the economy to improve.
- There was increased conflict with Native Americans when immigrants moved into territories that had not been purchased by the government from the indigenous population.
- The high rate of immigration caused a rapid increase in the population of British America and, subsequently, a push by settlers to expand beyond the established colonial borders.

The importance of **the 'Atlantic** trade **triangle'** for the colonial economy.

Relevant points may include:

- The economic success of the colonies, particularly in the south, became dependent upon the transportation of enslaved people on the 'Atlantic trade triangle'.
- Colonial society developed an economy based on the wealth gained from the raw products, such as tobacco and rice, being shipped to Europe across the Atlantic as part of the 'trade triangle'.
- The use of forced labour and the exploitation of the skills of enslaved people transported to North America on the 'Middle Passage' enabled large scale production of cultivated goods on colonial plantations.
- The New England and Middle colonies were not as reliant on the transportation of enslaved people on the 'Atlantic trade triangle' for their economic success.

The importance of the Sugar Act (1764) for **North American colonists' relations with** Britain.

Relevant points may include:

- Relations deteriorated as the colonists were angered at being taxed by the British without having any representation in Parliament.
- The Sugar Act was considered by the colonists to be an abuse of power by the British, resulting in colonial assemblies protesting to the British Parliament that they had no right to raise revenue.
- The Sugar Act meant the end of the policy of salutary neglect, with the collection of taxes now being enforced, which angered the colonists who saw this as interfering with the colonial legal system.
- Opposition was evident in the form of pamphlets by various individuals, leading to demands for rights, on the part of North American colonists, circulating beyond the New England area.

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