

Mark Scheme (Results)

Summer 2024

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.

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

Question		
1		Explain two consequences of the War of Independence for Loyalists. 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:

- Loyalists became targets for gangs of revolutionary supporters following the defeat of the British.
- Loyalists had huge amounts of land confiscated during the war by state governments, which was sold for war finances.
- Many Loyalists, including some Black Loyalists, followed the retreating British army back to Britain or moved to other parts of the British Empire, as they feared reprisals in America.
- To assist Loyalists after the British defeat, the British government helped establish new colonies for Loyalists in Niagara and Nova Scotia, to escape threats from American mobs.

Question		
2		Write a narrative account analysing the key events of the Stono Rebellion (1739). You may use the following in your answer: • freedom in Spanish Florida • White colonial militia 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]
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 that do not address three or more aspects of content.*

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:

- The anticipation of restrictions that would be placed on enslaved people's free time on Sundays, by the soon-to-be-introduced Security Act, prompted a move to gain freedom.
- On a Sunday in early September, on the Stono River, approximately 20 enslaved people stole guns and gunpowder from a local store, killing two storekeepers in the process.
- The group of enslaved people marched south towards Spanish Florida, as it provided a place of freedom. They called for liberty and attempted to gain more recruits along the way.
- Along the journey, the runaways burnt seven plantations and killed 20 white people.
- In response to the killings, a local White militia organised themselves and attacked the rebels at the Edisto River, killing most of the rebels and cutting off their heads, as a warning to future rebellions.
- The fear that the majority population of enslaved people in Carolina might rise up again resulted in the passing of the Negro Act, which further limited the lives of enslaved people.

Question		
3		Explain two of the following: • The importance of the French and Indian War (1754–63) for relations between the American colonists and the British. • The importance of Pontiac's Rebellion (1763–64) for relations with the Native Americans. • The importance of the Declaration of Independence (1776) for the revolution in the American colonies. 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 the French and Indian War (1754–63) for relations between the American colonists and the British.

Relevant points may include:

- To help win the war, the British raised the number of British regulars, which increased tension with the colonists who disliked the additional military presence.
- The increase in the number of British troops led to tension over the cost of the war, as the British expected the colonists to help fund the extra troops.
- The establishment of colonial army units for the war meant that various immigrant groups within the colonies began to see themselves as a united force, rather than an extension of the British army.
- The British victory meant the colonists felt more secure with the threat of the French reduced, resulting in less willingness to accept British regulations.

The importance of **Pontiac's Rebellion (1763–**64) for relations with the Native Americans.

Relevant points may include:

- In response to the events, the British issued the Proclamation Act, which limited attempted westward settlement into Native American lands, so improving British relations with the Native Americans.
- Colonists, such as the Paxton Boys, were not happy with the restrictions to westward expansion as a result of the rebellion, making peace talks with the Native Americans more difficult.
- The rebellion reinforced the mood in Britain for the need for more troops to protect British interests against any further threat from tensions between colonists and Native Americans.
- The British general responsible for providing smallpox-laden blankets to the Native Americans was replaced and the British renewed their policy of gift-giving to the Native Americans.

The importance of the Declaration of Independence (1776) for the revolution in the American colonies.

Relevant points may include:

- The Declaration provided a moral and legal justification for rebellion, which gave colonists reasons why they should fight.
- By listing the crimes committed by King George III, particularly tyranny, the Declaration provided a target for the colonial opposition.
- The Declaration was a unifying force for the thirteen colonies, as it was produced by the Congress's Declaration Committee.
- The concept of natural rights inspired the move for independence and the revolution itself.

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