Mark Scheme (Final)

Summer 2025

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 Period study: British America, 1713–83: empire and revolution

Question		
1(a)		Explain **one** consequence of Spain's decision to protect runaways from slavery. **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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:

- Spain's decision to protect runaways provided those enslaved in the British colonies with the hope of a chance to gain freedom.
- The town of Mose was established by American enslaved people who had run away to Spanish Florida.
- In response to potential rebellions and runaways, the government of South Carolina passed a new slave code that restricted further the freedom of enslaved people.

Question		
1(b)		Explain **one** consequence of the Proclamation Act of 1763. **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 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, relations between Indigenous people and 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.

Question		
2		Write a narrative account analysing the development of religious revivals in the colonies. You **may** use the following in your answer: • the Great Awakening • travelling preachers 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 Great Awakening movement began in the 1720s with evangelical preaching, a new form of enthusiastic preaching.
- Jonathan Edwards preached sermons, which encouraged people to convert by threatening them with hell and encouraging them to surrender to God's will.
- Travelling preachers, like George Whitfield, toured major towns giving sermons to groups of up to 20,000 people in open fields.
- Preaching in fields meant involvement in the church was now more accessible to groups previously excluded, such as enslaved Africans and women.
- The religious revivals spread to other colonies due to the ability to publish sermons and led to more people converting, with a rise in churchgoing in the colonies.
- By the 1770s, the revivalists had given confidence and encouragement to colonists willing to challenge the traditional authority of British control in the colonies.

Question		
3		Explain **two** of the following: • The importance of the British suppression of piracy for British control of American waters. • The importance of the Boston Massacre (1770) for relations between colonists and the British government. • The importance of British mistakes for the American victory 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

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 British suppression of piracy for British control of American waters.

Relevant points may include:

- The Piracy Act (1717) meant those convicted of piracy could be put to death, which resulted in greater control of American waters due to a dramatic reduction in the number of pirates.
- King George's Proclamation, offering a pardon to those who promised to cease being pirates, was not as important as envisaged because Britain failed to clear pirates from American waters when a number of individuals returned to piracy.
- Royal Navy warships were used to attack pirate bases in American waters, in order to protect and maintain colonial commerce.
- Posting of rewards for catching pirates encouraged merchant ships to help clear American waters of pirates.

The importance of the Boston Massacre (1770) for relations between colonists and the British government.

Relevant points may include:

- The events in Boston provided propaganda for those opposing the British by giving the impression that it was a deliberate massacre by the British soldiers.
- Relations worsened as the funerals of those killed in the Massacre were used by colonists as mass political demonstrations against British rule.
- Hostility to the British government was increased as the Sons of Liberty circulated anti-British versions of the event to the other colonies.
- The Boston Massacre led to organised resistance through the establishment of a committee to strengthen links to other colonies in order to resist the British in the future.

The importance of British mistakes for the American victory in the War of Independence.

Relevant points may include:

- The decision of the British to form alliances with Indigenous peoples, such as the Iroquois, scared many Americans into joining the rebels against the British.
- General Burgoyne underestimated the difficulties of the terrain in the northern campaign, attempting to bring an enormous baggage train, meaning he was short of supplies at Saratoga, contributing to his surrender.
- General Howe failed to take advantage of the defeat of Washington at Brandywine Creek (1777) when he failed to follow up and destroy Washington's army, which was later able to return.
- The failure of British General Clinton to provide support to Cornwallis resulted in the surrender of the British at Yorktown and a reduced desire in Britain to support the war.

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