

Examiners' Report
June 2019

GCSE History 1HI0 P2

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Introduction

The Period Study focuses on an understanding of the unfolding narrative of a time period, with candidates required to answer three questions targeted at Assessment Objective 1 (Knowledge and Understanding) and Assessment Objective 2 (Analysis of Second Order Concepts).

As of the 2019 series, the Period Study forms a separate booklet to the British Depth Study sat during the same examination. Candidates should be reminded not to answer the British Depth Study questions in the Period Study booklet, or vice versa, and where extra paper is used, to ensure that separate sheets are used for the Period Study and the Depth Study, with each attached to the relevant booklet.

Q1 will always focus on consequence, requiring candidates to explain two valid consequences, giving equal attention to both. It is deliberately designed to be accessible to the entire ability range. However, some candidates provided more detail than was necessary, leaving less time to address higher tariff questions.

Q2 focuses on analytical narrative. The analytical narrative will always focus on a period containing events or ideas that can be perceived as a sequence; this could cover a number of years or a much shorter period. Candidates should be clear about the time span of the question to ensure they cover an acceptable range and what it is the narrative is designed to analyse. It is vital they understand the narrative concept, with the sense of a beginning, development and end, rather than produce three paragraphs which do not directly link. These stimulus points serve a different purpose to those on other questions; they will be useful reminders to candidates of sign posts along the narrative and not things they need to develop. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete points in the narrative being covered, although this does not mean candidates need to identify three different events.

For Q3 candidates were required to analyse the importance of an event/person/development. The question focuses on what difference the event/person/development made in relation to situations and unfolding developments. They had to answer two topics out of a selection of three. Responses ranged from impressive analysis focused on the appropriate second-order concept (AO2), which were supported with accurate, relevant and good knowledge (AO1), to those from candidates that offered simple comment with limited knowledge for support.

Progression in AO1 is shown by the candidate's increasing ability to select information precisely and to show wide-ranging knowledge and understanding. Progression in AO2 is shown by a candidate's response moving from simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical and sustained. Centres are reminded that the indicative content in the markscheme does not imply what must be included in a response nor does it give any expectation as to how candidates are expected to structure their responses.

It is important to recognise that in this series there was a noticeable increase in the number of responses with handwriting which was difficult to read. It is vital that candidates are made aware that examiners can only credit what they can read.

Question 1

In Q1 candidates were asked to provide two valid consequences of the Piracy Act (1717).

Most candidates understood the second-order concept of consequence, although a disappointing number confused the Piracy Act with King George's Proclamation. Those that did well knew specific information, such as the number of pirates executed and the impact on trade. Some candidates merely rephrased the same consequence and as such were only awarded for one of them. A limited number of candidates left the question blank.

This is a level 1 answer.

1 Explain **two** consequences of the Piracy Act (1717).

Consequence 1

The piracy Act offered transportation to North America for hard labour as a punishment for lesser offenders.

This meant they worked on plantations and trade for farmers.

Consequence 2

re decreased piracy as it expanded punishments such as the death penalty



For consequence 1, the candidate has provided specific knowledge regarding the Piracy Act with reference to 'transportation' as a punishment, but there is no consequence identified. Thus they can only be awarded for AO1 and cannot move out of level 1.

For consequence 2, the candidate only makes a general comment about decreased piracy and shows only general knowledge with reference to the death penalty, both of which are weak and would be placed in level 1.

Therefore, this response is level 1 for both consequence 1 and consequence 2.



Candidates should ensure they provide specific detail to support the consequence they have identified.

This is a level 2 answer.

1 Explain **two** consequences of the Piracy Act (1717).

Consequence 1

As the piracy act enforced and stated ~~the~~ how to put a pirate on trial, this meant that many pirates were correctly punished and dealt with. This was achieved by giving pirates harsher punishments such as the death penalty. Overall, this meant that there were less pirates as they were often caught and severely punished. This also scared pirates into giving piracy up.

Consequence 2

Trade was consequently improving in pirate infested waters such as the west Indies and ~~american~~ colonial trade routes. The piracy act meant that people stood up against pirates, and most importantly ~~most~~ removed the threat of trade. Over the next few years, thousands of pirates had been hanged by 1719. They could no longer hold traders at ransom, loot and destroy ships.

The piracy act did this as they were often prosecuted with no-jury to prevent them from bribing/sympathising with the law and getting away with piracy.



The candidate has provided two clear consequences: a decline in the number of pirates due to them being caught and the removal of the threat to trade.

Both of these consequences have been explained with reference to specific features of the Act such as harsher punishments and the manner they were put on trial.

Therefore, the candidate gains full marks for both consequences.



Candidates should provide two different consequences and avoid repeating themselves.

Question 2

In Q2 candidates were asked to provide an analytical narrative of the New York Conspiracy in 1741. There was an improvement in the approach to the narrative question, however, there needs to be more work on the linking of events. The overall structure of a sequence including a beginning, development and end was clearly demonstrated by candidates who attained level 3. It was clear that candidates had been taught to use language which indicated analysis of links, (e.g. 'consequently' and 'which resulted in'), and this was apparent even in answers which had more limited knowledge.

The topic of the key events of the New York Conspiracy resulted in a range of responses, with a good number able to establish a sequence. Most candidates were aware of the basics of the New York Conspiracy and were able to describe the outline of events, including the fires and burglary of coins. The biggest issues, which limited the marks achieved, were candidates writing about the details of the Stono Rebellion or simply describing the conditions of slavery.

There were some very good answers where candidates had clearly revised the unit thoroughly, but it was disappointing to see that there were a limited number of candidates who did not attempt this question.

This is a level 2 response.

2 Write a narrative account analysing the key events of the New York Conspiracy in 1741.

You may use the following in your answer:

- slaves
- Mary Burton

You **must** also use information of your own.

After the Mono Rebellion many people were scared of slaves and what they might do next. The New York Conspiracy in 1741 is when people noticed slaves meeting in places and began to worry because they thought they were going to start another rebellion.

Mary Burton is a lady who saw slaves spending time with her daughter and she began to worry because she thought that this showed that the slaves were getting working class people to join them and rebel with them causing the rebellion to be even bigger.

People who lived in New York tried to keep their slaves more under control and would let them go out even less. They would stop the slaves from having any free time and stop them from meeting any of their friends or any other slaves. This was all to try and suppress the rebellion they thought was going to happen.



This candidate has provided a response which has a general sequence of the events, but the narrative is limited with minimal analysis of the links between the events. In terms of the knowledge there is an underlying understanding but it is unclear and confused at points.

The AO2 is considered a weak level 2 and the AO1 is a secure level 2.

Overall, this response is placed at mid level 2.



Candidates need to ensure they utilise language which helps analyse the links between the events and not simply list the events one after the other.

This is a level 3 response.

In 1741, there was widespread fear amongst a group of New York citizens who believed that a group made up of slaves, white labourers, Spanish people and Catholics was attempting to burn down the city.

The fear was a culmination of many things. Slave revolts such as the Stono rebellion in 1739 had instilled fear in New York, who had a very large slave population. The Spanish had also been at war with the English during 1739 in the War of Jenkins's Ear, and naturally, people associated Spanish the Spanish with the Catholics. White labourers had also suffered during the winter of 1740-41, and as a result of slaves assuming their jobs, leading to low level unemployment. All this eventually led to the conspiracy belief and the willingness of people to accept this belief, therefore further escalating events.

In early March, a group of 3 slaves robbed the home of a wealthy merchant known as Robert Hogg. Later on, a woman named Mary Burton would go on to explain how she had seen one of the slaves, Caesar, pass on the stolen goods to her boss, Mr Hughson. Mary Burton was an indentured Irish labourer, who offered evidence in exchange for a reward, as well as her freedom. It is possible that the reward led to her fabricating stories. After Mary Burton gave evidence, through March, there were a slew of fires in buildings, or even starting at the governor's house. The suspects of these fires were mainly the Spanish as well as some black slaves. On April 21, investigations into

The conspiracy began. Mary Burton gave further evidence, stating that she had overheard the 3 slaves, Coaxer, Prince and Cuffee, discussing the fires as well as plotting to burn the city. The claims were heavy, and it was made worse for the slaves by the fact that it ~~was~~ was the only real piece of evidence, and because the slaves themselves were not permitted to provide evidence of their own.

The Catholic involvement then grew. A priest named John Ury was convicted of supposedly offering forgiveness to people in return for involvement in the plot. He was immediately sentenced to death, which showed the hatred and worry surrounding the Catholics.

By August, 150 people from the town were questioned and put on trial with regards to their involvement in the plot.

The significance of the plot extended very far. The increasing number of trials made people increasingly scared, as well as the large number of deaths. It also led to an increased resentment of ethnic minorities, with new legislation being put into place to disadvantage them, as well as a large social hatred towards them.



This response demonstrates a narrative about the New York Conspiracy showing linking of events, demonstrated with phrases such as 'led to the conspiracy belief.' Thus, AO2 is placed in level 3.

The content goes beyond the stimulus points with details regarding the Spanish, fires and the investigation providing clear knowledge and understanding. AO1 is also in level 3.

Overall, this response is awarded a high level 3.



Candidates need to provide specific information to support their narrative.

Question 3

This question is comprised of two 8 mark questions based on the second order concepts of significance and consequence. Candidates had to explain the importance of two of the following three topics: King George's War (1744-48) for relations with native Americans; the Treaty of Paris (1763) for the colonists in British America; Thomas Paine's 'Common Sense' for the Declaration of Independence.

The questions on King George's War and the Treaty of Paris were the topics most often selected, with the question on Thomas Paine responded to the least. Candidates who addressed the importance of the factor raised in relation to the development produced level 3 responses when supported by good knowledge and understanding. This was in contrast to candidates who explained the importance of the factor in general terms which normally stayed in level 2.

For the question on King George's War, level 2 responses often provided general knowledge about the war rather than link it to the effect on the Native Americans. Candidates who attained level 3 recognised multiple implications and were more likely to focus on relations with the Iroquois and tension over native land.

The question on the Treaty of Paris produced some very good responses at level 3 with many candidates addressing the removal of the French threat and the resistance to British taxation. The responses which remained in level 2 often demonstrated knowledge, such as the French being defeated, yet failed to explain how this impacted on the colonists. One misunderstanding which occurred was when some candidates talked about the Peace of Paris in 1783 rather than the Treaty of Paris (1763).

The topic of Thomas Paine's 'Common Sense' tended to be the question that the majority of candidates were most confident about. Better responses showed a tremendous depth of knowledge not only about 'Common Sense' but also how it influenced the Declaration Committee, with references to political ideas and how the pamphlet was easily accessible. Weaker responses outlined Paine's ideas but failed to link them to the Declaration of Independence.

This is a level 2 response for both answers.

- The importance of King George's War (1744–48) for relations with Native Americans.
- The importance of the Treaty of Paris (1763) for the colonists in British America.
- The importance of Thomas Paine's 'Common Sense' for the Declaration of Independence.

King George's War saw the French and the English fight over territory in the North of America. In 1744 the entrance to the river leading down into Central North America was on French territory. This was a very valuable asset for them to have in their possession as it allowed them to trade with inland colonies and supply forts.

King George ordered an attack on the French in order for the British colonies to claim the river. Many forts and battles were fought between the two sides including the battle of Jenkins Ear and Benis Hill. The British end up capturing the fort in control of the river mouth. This gave Britain the largest helping hand in trade and greatly impacted their later efforts in the French and Indian war.

As we came out of the war, it was obvious that the Native Americans saw that Britain was far superior to the French, however still saw them as a threat and sided with France, retreating to Canada where they were offered large plots of land.

This created hostility between the Natives and the British, eventually leading to the French and Indian war, a battle over control of Natives.

Relations with the Natives were never good between the British and the Natives and the British forever loomed a hostile threat for them.

- ☒ The importance of Thomas Paine's 'Common Sense' for the Declaration of Independence.

Thomas Paine wrote 'Common Sense' alongside George Washington. The importance of this pamphlet was immense. The change that occurred in the minds of people in America impacted directly the outcome of the war on independence and what the colonies wanted.

The pamphlet ~~space~~ was written for the common man and had simple language so most could understand. This meant that far more people were in a position where they were able to read it and be influenced by its contents. Over 100,000 copies were printed and sold, they were spread throughout America and many people strongly agreed with what was being said in the writing. The large scale printing was only able to occur with the help of George Washington as he inherited his father's printing business, allowing the message to be spread further.

The significance of what was written was very large as what was said changed the British and was deemed controversial. The points were simple and plain and picked up the American people, making them want independence now more than ever.



First response – King George’s War– talks about the importance of the war generally and the role of Native Americans rather than relations with the Native Americans, which makes the AO2 a level 2 . There is knowledge demonstrated regarding the war, such as control of strategic rivers and relations with the French, making the AO1 a level 2.

Overall, this is a mid Level 2.

Second response – Thomas Paine – talks more about the pamphlet itself rather than its impact on the Declaration, with an attempt to analyse “in the minds of people”, but fails to provide some reasoning for the link, making AO2 an insecure level 2. There is some information about simple language and number of copies so AO2 is secure level 2.

Overall, this is a mid level 2.



It is important that points are explained, not simply described, to demonstrate analysis of the topic. Two well developed explanations that also have good knowledge and understanding will enable candidates to attain level 3.

This is a level 3 response for both answers.

- The importance of Thomas Paine's 'Common Sense' for the Declaration of Independence.

Thomas Paine wrote his pamphlet, 'Common Sense' in 1776, before the creation of the Declaration of Independence. Its main importance rested in the arguments it upheld: the monarchy restricted British parliament, a republican government was the best way to success, and that the greatest freedom would come with independence from Britain. These arguments created the principal idea of freedom and an independent government, which is the basis of the Declaration of Independence, which followed. Furthermore, Thomas Paine was good friends with Benjamin Franklin, who both shared similar ideologies; Franklin had a major role in the creation of the Declaration of Independence, and so we see 'Common Sense's' importance here as an influencing factor on the writers of the Declaration, at a personal level.

Another important aspect of 'Common Sense' for the

Declaration was that it was in pamphlet form. This meant that it was widely available and read aloud to people in towns and taverns, and so the ideology it spread reached a much wider audience at different levels of society; these people liked Thomas Paine's ideas, and so when the Declaration of Independence was created, more colonists agreed and backed the decision to achieve freedom from Britain. Thus, 'Common Sense' was important as it brought more support and influenced the content of the Declaration.

- ✗ The importance of the Treaty of Paris (1763) for the colonists in British America.
- ✗ The importance of Thomas Paine's 'Common Sense' for the Declaration of Independence.

The Treaty of Paris 1763 had 3 major importances for the colonists, relating to: the French, Natives, and land.

The main term of the Treaty was that France ceded Canada to the British, as well as land past the Mississippi river, and the Spanish also ceded Florida to Britain as well. Although these were British gains, the land was now available to the colonists for further settlement, which was important for them as it provided more space, access to more resources, and so meant trade could develop.

This trade led to another aspect of importance - Native relations. Under the Treaty, Pontiac's rebellion was encouraged to end, which meant less danger for colonists, and gift giving and trade with them resumed. The importance here is that colonists now had more access to trade (the fur trade), but also guaranteed a small amount of safety, as

The threat of the Natives was reduced due to the British Treaty's attempt to fix relations

As France practically lost all land under the Treaty, it removed the French threat to the colonists.

The importance of this lies in the fact that now the colonists felt less need to rely on the British for protection, and so felt less obliged to submit to British laws and rules, which both encouraged the idea of independence and worsened relations with Britain.

Thus the importance of the treaty is that it gave colonists more land, more safety, and more trade.



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Examiner Comments

First response – Thomas Paine – provides a clear analysis of 'Common Sense' in relation to the Declaration with a line of reasoning. The candidate has raised issues of the restriction of British Parliament and availability which makes the AO2 level 3. Knowledge is specific so AO1 is also Level 3.

Overall, the response is a high level 3.

Second response – Treaty of Paris – provides an explanation regarding greater access to trade and the removal of the French threat, which is linked to the colonists, making the AO2 a secure level 3. There is accurate and relevant information, such as the terms of the Treaty, which places the AO1 in level 3.

Overall the response is a high level 3.



Candidates need to provide specific knowledge to support their explanation.

Paper Summary

Based on the performance seen on this paper, candidates are offered the following advice:

- Share the knowledge that you have learned: if you are not sure how to answer the question, pick out the topic specified and write down what you can remember about it. Aim to write something for every question.
- When tackling Q1, ensure the explanation shows the link between the event and the consequence and don't simply describe something that happened after the event.
- On Q2, make sure that you focus on the date range specified in the question and don't waste time writing about things that happened before or after.
- On Q2, make sure your narrative response has a beginning, middle and end. Don't write it in the first person or as a story – a historical narrative is like a television documentary, as opposed to a drama, and it needs to be clear that the events you're writing about actually happened.
- On Q3, read the question really carefully to make sure you are selecting the correct content for your answer.
- Good answers on Q3 will explain why the development/event/person specified was important, but better answers explain the impact they had on the second development/event/person named in the question. So try to ensure that you can explain the impact **for** the second development/event/person, rather than keeping it general.

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