



Examiners' Report

Principal Examiner Feedback

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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Question 1

Introduction to Question:

In question 1 students were asked to provide two valid consequences of the Stono Rebellion (1739). There are 4 marks available for each consequence. This implies a link between the stated event and the events or developments that are identified by the candidate. Most students understood the second-order of concept of consequence. Responses for question 1 covered a range of marks. Many students showed good understanding supported with specific information, with most students able to access at least Level 1.

Introductory Commentary:

At level 2 students explained consequences resulting from the Stono Rebellion such as the introduction of greater restrictions on enslaved peoples. Many students were aware of the details of the Negro Act and used it effectively to explain consequences. Better responses recognised the desire to alter the population ratio. Some students linked the rebellion to the New York Conspiracy, which was effective if the clear link to fear of rebellion was made. A small number of students wrote about the cause of the rebellion, rather than the consequences

British America, 1713-83: empire and revolution

Answer ALL questions. Write your answers in the spaces provided.

1 Explain two consequences of the Stono Rebellion (1739).

Q01 8

Consequence 1

There ~~was~~ were acts put in place. It sparked fear through colonists and slave owners that another rebellion could follow after taking inspiration from the Stono Rebellion. For this reason, the slaves involved in the rebellion were killed in brutal ways and ~~as a warning to others,~~ their heads were ~~but~~ stuck on mileposts. ^{This was} ~~to act as~~ a warning to others that they should not attempt anything similar and also attempted to show ~~that~~ that the ^{slave owners and colonists} ~~colonists~~ were still in charge.

Consequence 2

To prevent ^{cause} another rebellion, rules were put into place ~~for~~ so that the treatment of slaves ~~could~~ would improve. One of these rules was that ~~if slave owners did~~ there was a high tax placed on slaves so slave owners would have less of them. There was also a law which meant that owners had to treat

their slaves better, and if they didn't, they could receive a fine. Both of these rules were put in place to ^{improve slave's treatment} ~~attempt to prevent~~ another rebellion.

(Total for Question 1 = 8 marks) Total 8

Both consequences are awarded high level 2. The first consequence gives an explanation of consequence with 'sparked fear' and 'warning to others' making AO2 level 2. Support is specific information, in the form of 'heads ... on mileposts' making AO1 level 2. The second consequence has an explanation of 'rules put into place' making AO2 Level 2. Support is specific with 'high tax' and 'fines' making AO1 level 2.

Examiner Tip:

Students occasionally offer two responses covering the same content for both consequences. Examiners can then only reward one of the responses. Students should therefore ensure that their two responses for Q1 cover different content. It is also important for students not to waste valuable examination time by writing far more than is required for the two Q1 responses.

Question 2

Introduction to question:

In Question 2 students were asked to write a narrative analysis on British and American relations in the years 1774-75. There were some very impressive analytical narrative responses for this question showing good knowledge and understanding of events. For the most part the format for a narrative account was provided with clear efforts to sequence events. For Level 3 students need to understand the narrative concept, with the sense of a beginning, development, and end, rather than produce three paragraphs which do not link. The two stimulus points serve as useful reminders to students of signposts along the narrative. Students do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge in the narrative being covered.

Introductory Commentary:

Responses awarded Level 3 showed a clear sequence of events, with linkage between them, about British and American relations in the years 1774-75. The responses covered a range of marks. Good narrative accounts tended to use the Intolerable Acts, the boycotting of British goods, the Second Continental Congress and the Olive Branch petition. Better responses provided specific details of the Intolerable Acts and the impact on British trade, along with the reaction of the British. Level 2 responses often lacked coherence with events not fully sequenced, such as the Olive Branch petition coming from the First Continental Congress. Some students extended the material to outside the time frame asked with reference to the Boston Massacre or to the battles of the War of Independence itself, trying to cover the entire history of the British and American relations, which often resulted in running out of time before reaching the outcome.

2 Write a narrative account analysing British and American relations in the years 1774-75.

(8)

002 7

You **may** use the following in your answer:

- First Continental Congress
- Olive Branch Petition

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

10min

During the years 1774 and 1775, many things happened on the British American. One major event was the formation of the first continental congress, the congress was essentially the American government and contained important figures such as George Washington, John Jay and Benjamin Franklin. At first, many men in the congress wanted to see for peace, however as the war continued independence became the preferred outcome. It was at this point the declaration of independence was created and signed. However just before this, George Washington had enforced armed militias to wait at notice, these militias formed the American army.

During the formation of the congress start of the revolution, many congressmen wanted peace and so the Olive Branch Petition was formed and sent to the British King (George III). The King rejected such notion and this became essentially the declaration of war. Also during this time, other events such as, the Boston Tea Party and the repeal of the Stamp Act occurred. This shows how American and British relations continually worsened in the years 1774-1775.

This is an example of a Level 3 response. There is a narrative given with sequence, leading to outcome, although sequencing is a bit out at points making AO2 low level 3. There is accurate and relevant good knowledge such as the names of those at the meetings making the AO1 level 3. Overall, mid level 3.

Examiner Tip:

Students should make sure that they focus on the time frame given in the question and that links are made in their narrative account rather than writing a series of events with no linkage, and not treat the question as significance of the stimulus points.

Question 3:

Introduction to question:

Each of the Q3 options produced an even spread of choice. The first option on piracy resulted in the widest range of responses. The Q3 on Benjamin Franklin led to some high level answers. The Q3 option on the Declaration of Independence for slavery had some variable responses. It was also noticeable during this examination session that far more students had widely differing marks for their two Q3 responses compared to previous examination series when students were often awarded the same or near similar marks for their two question 3 choices.

Introductory Commentary:

Q3.1

This option on piracy within Q3 was answered with many students able to maintain focus on the significance for British trade and provide detailed supporting knowledge. Details on the impact on British trade vital to Level 3 responses, with better answers recognising the introduction of sanctions by the British government, including offering rewards for capturing pirates. Level 3 answers were well supported with AO1, being able to show understanding of impact on insurance and taxation for colonists. Level 2 responses often consisted of description of acts of piracy with only implied links to the impact on British trade. A few students spoke about piracy generally rather than that in British America.

Q3.2

This option on Benjamin Franklin had a range of responses with good analytical answers relatively common. The variation of answer tended to be based around the different level of detail for support, with stronger answers offering more detailed AO1. There were many Level 3 answers which focused on spreading ideas of the Enlightenment, improvements to education and the introduction of subscription library. Level 2 responses often provided details about Franklin's life and achievements but did not link directly to cultural developments in America. Some spoke in detail about his inventions without any links to cultural developments for AO2.

Q3.3

This option on the Declaration of Independence for slavery provided responses which were either high level or struggled to explain the significance. There was divide between the better responses and those which were not fully aware of the impact of the Declaration on slavery. Better responses showed recognition that there was different impact in the North and the South in relation to slavery. There was some specific AO1 to support referencing the legal challenges in Northern states using the language of the Declaration. Most Level 1 answers assumed that it meant end of slavery in America, or made very generalised statements about equality now being the norm in America.

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- 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.

The Golden Age of Piracy, from 1715 to 1725, was detrimental for British trade in North America. ~~Many~~ ^{hundreds} of pirates sunk trading ships, stole ~~thousands~~ of boats and halted the import of many important goods to the 13 colonies.

One pirate, Edward 'Blackbeard' Teach stole ^{worth of goods} ~~flock~~ alongside his partner, Captain Hornigold. By stealing goods, pirates ensured that much of the items that were set to reach America ~~never~~ ^{never} did. The trade economy in North America suffered as a result of this; ~~the~~ merchants lost lots of money because they were unable to deliver goods to customers.

Piracy had a lot of power ~~the~~ over trade in North America. For example, Blackbeard

used his ships to blockade Charleston for ~~ransom~~^{ransom}. He demanded money in return for allowing trade to ships to dock at Charleston ~~harbour~~^{harbour}. This meant that in order to continue trade, colonists had to lose money.

Piracy not only physically affected the ability to ~~trade~~^{trade}, but also created fear around sailing in American waters.

Merchants and traders were less likely to take their goods to North America out of fear of being boarded by pirates, and potentially even killed.

Rich merchants were ~~effe~~ affected by pirates like 'Black Sam' Bellamy, who believed in taking from the rich and giving to the poor. However, even during the Golden Age of Piracy, trade flourished in North America and ~~the~~ rich merchants became even richer.

Indicate your SECOND choice on this page.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- 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.

The Declaration of Independence states that "all men are created equal", in many ^{Northern} ~~Northern~~ ~~state~~ states this was used as a justification for the abolition of slavery. For example, from the early 1780s onwards, slaves in Massachusetts appealed to the courts, demanding freedom and citing the Declaration of Independence as evidence. These slaves won their cases and ~~was~~ were granted freedom from slavery. Similarly, ~~Philadelphia~~ ~~began~~ ^{Pensy} Pennsylvania began to pass laws to kickstart the abolition of slavery not long after the Declaration of Independence was signed.

However, while some states began abolition after the declaration, other Northern states, such as New York, did not. Abolition of slavery did not begin in New York until

the late 1700s, and it had little to do with the Declaration of Independence.

The Declaration of Independence was of little importance to the Southern states, whose economies relied on slavery. Slavery is not mentioned at all in the final draft of the declaration, so states could decide for themselves whether "all men" included slaves.

For example, the Virginia Declaration of Rights stated that ~~slav~~ slaves were not considered men. In Virginia, slaves could only be granted freedom in the wills of the slave owners.

There was some development in the Southern states surrounding the ^{conditions} ~~conditions~~ in which slaves could be granted freedom, but the declaration had little impact on total abolition.

While the Declaration of Independence sparked abolition movements in some states, it was not effective in the overall abolition of slavery, which came about in the 1800s.

The first response on Piracy is awarded a Level 3. An explanation is given, with analysis of importance, such as 'trade suffered' and 'created fear' making the AO2 level 3. The AO1 is level 3 with good knowledge of the period demonstrated such as reference to Blackbeard and the blockading Charlestown. The second response on the importance of the Declaration of Independence for slavery is awarded a Level 3. In terms of AO2 it has an explanation and line of reasoning with 'appealed to courts' and 'little importance to Southern states' making it Level 3. AO1 shows good knowledge and understanding to support with Pennsylvania passing laws and Virginia definitions of men, making it level 3.

Examiner Tip

Students should ensure that they keep to any timeframe given in the question and ensure that they focus their response on what difference the specified event/person/development etc made to how subsequent events unfolded.