



# **Examiners' Report**

## **June 2024**

**GCSE History 1HI0 P2**

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2024

Publications Code 1HI0\_P2\_2406\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## Introduction

The Period Study focuses on a time span of at least 50 years and requires candidates to understand the unfolding narrative of substantial developments and issues associated with the period.

In this examination candidates answer three questions which all target AO1 (Knowledge and Understanding) and AO2 (Analysis of Second Order Concepts). Both AOs are assessed equally on all questions. Progression in AO1 is shown by a 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 basic or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.

Question 01 focuses on consequence, requiring candidates to explain two valid consequences. Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks)

Question 02 focuses on analytical narrative and the concepts of causation, consequence, and change. The question includes two stimulus points and focuses on a specific time period containing events, developments or ideas that can be analysed as a sequence of events. (8 marks)

Question 03 focuses on significance by asking candidates to explain the importance of an event/person/development in relation to situations and/or unfolding developments. Here candidates are expected to explain 'what difference did the event/person/development make' to the identified situation and/or unfolding development. Candidates answer two questions from a choice of three. (2 x 8 marks)

Centres are reminded that the indicative content in the mark scheme 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 was noted this summer that there are still some candidates that respond to Question 02 by writing a first-person narrative account, sometimes written in the form of a letter or diary entry. Such responses should be avoided; it is extremely unlikely that any AO2 can be awarded for any such responses and only a very limited application of AO1.

In addition, centres are reminded that where candidates use extra paper, it needs to be on a separate sheet from any extra paper used for Paper B. Also, if candidates have special consideration for writing examinations, the responses for Paper P and Paper B should be separate from each other.

## GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model. Assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at [TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com).

## Question 1

In Question 01, candidates were asked to provide two valid consequences of the War of Independence for Loyalists. There are 4 marks available for each consequence. This implies a link between the stated event and the consequential events or developments that are identified by the candidate. Candidates should make sure that they explain how these developments happened as a result of the war on Loyalists and not merely describe the war or general consequences of the war. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Most candidates understood the second-order of concept of consequence and were able to identify various consequences, the most common being relocation to Canada and mistreatment by Patriots if they remained. Better responses had two well developed consequences, with strong AO1 on display (Nova Scotia and Quebec came up a lot). Some candidates went beyond the requirements of the question, having very good knowledge of the difficulties Loyalists faced in Canada, and the splitting of Quebec into Upper and Lower Quebec as a result. Some candidates had good knowledge of violent acts carried out against Loyalists and the statistic of £10m compensation for Loyalists from the British government, of which only £3m was received, coming up in some top-level answers. There were also several answers which considered the impact on Black Loyalists. However, there were a reasonable number who misunderstood what a Loyalist was and some answers were left blank.

This is an example of a Level 1 response.

1 Explain **two** consequences of the War of Independence for Loyalists.

Consequence 1:

one consequence of the war of independence for loyalists was they had to be evacuated and relocated along with british troops after the british had been defeated.

Consequence 2:

another consequence of the war of independence on loyalists was they were targeted by the colonists and many loyalists died because of this.



For consequence 1, the candidate offered a basic comment ('relocated') about a consequence, making the AO2 Level 1. Generalised information was included in the form of 'along with British', making AO1 Level 1. Overall it is the top of Level 1. For the second consequence, there is a basic comment offered, 'targeted by the colonists', making the AO2 Level 1. However, nothing is credited for AO1. Hence it is the bottom of Level 1.



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

This is an example of a Level 2 response.

## 1 Explain **two** consequences of the War of Independence for Loyalists.

### Consequence 1:

One consequence of the War of Independence on loyalists was that they were forced to ~~re~~ resettle.

After the War, loyalists were the ~~largest~~ targets of attacks from American mobs, as the US loyalist units ~~to~~ became extremely unpopular. ~~They also got money and property stolen by the rebels. For~~

This led to 20,000 loyalists leaving to find resettlement areas, along with 10,000 slaves.

Consequently, 30,000 loyalists resettled ~~in~~ Nova Scotia and 5,000 to Quebec, where every white male received 300 acre plots from the Governor of Halifax.

### Consequence 2:

Another consequence of the War of Independence on loyalists was that black loyalists gained their freedom and started new lives. The Governor of Virginia and Earl of Dunmore offered freedom to any black person who was willing to fight for Britain. 20,000 agreed and the 10,000 that survived gained their freedom. ~~to~~ Consequently, in 1784, roughly 1,500 black loyalists had moved into ~~to~~ Brichtown, Nova Scotia to start their new lives of freedom.



For consequence 1 the candidate explained a clear consequence with 'forced to resettle' making the AO2 Level 2. This then uses specific information for support with 'targets of attacks' and 'Nova Scotia' making the AO1 Level 2. Therefore, it is the top of Level 2. For the second answer a clear explanation of consequence, 'black loyalists gained their freedom', is given, making the AO2 Level 2. This is supported with specific information, 'moved to Birchtown', making the AO1 Level 1. Overall, it is the top of Level 2.



Candidates should provide two different consequences and avoid repeating themselves.

## Question 2

In Question 02, candidates were asked to provide an analytical narrative of the key events of the Stono Rebellion (1739). 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, for example 'consequently', 'which resulted in', and this was apparent even in answers which had more limited knowledge. Most candidates demonstrated good knowledge of the causes, events and consequences of the Stono Rebellion. Many answers included very detailed AO1 (exceeding the expectations for a L3 answer), with the overall standard producing better quality narrative accounts than last year, with most answers in chronological order, and many clearly showing linkage between events. As usual, the best approach to this question was shown with candidates concentrating on a beginning, middle and end. In some lower level answers, candidates were confused about the causes and consequences, with some citing the planned Security Act as a consequence of the revolt, and others mixing up knowledge of the consequences of the Stono Rebellion with consequences of the New York Conspiracy. Some candidates used ineffective writing structures which didn't work for the narrative. For example, a few used PEEL, prompted by the bullet points, writing separate paragraphs starting 'One key event was', which meant their answers did not have a clear outcome. There were some candidates writing in first person which limits the analytical aspect of the answer and some answers were left blank.

This is an example of a Level 3 response.

2 Write a narrative account analysing the key events of the Stono Rebellion (1739).

(8)

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

- freedom in Spanish Florida
- White colonial militia

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

In the southern colonies, especially in the Chesapeake area, there was a very high population of slaves. In Maryland, South Carolina and Virginia, 67% of the population was made up of black slaves which had been brought from Africa. ~~at~~ On the 29th September 1739, an Act called the security Act was coming into place, which stated that white men had to carry guns on a Sunday, when the most slaves had a day off. Therefore, the slaves wanted to rebel before this came into place, and they rebelled on the 9th September. There had also been a proposition by King Philip II in 1733 which restated a previous act. It said if any slave could make it to Florida, the King would grant their freedom and protect the slaves. This led to the Stono Rebellion.

In the Stono Rebellion, 10 slaves met up on the 9th September and started to make their way to Florida, ~~beginning~~ Florida. They stopped at a wood shop and stole guns, killing the shopkeepers. Many slaves had been soldiers in war so knew how to use a gun. The slaves marched through the city.

banging their drums to attract other slaves. Over time, however, 200 slaves joined the revolt and made their way to Florida. However, while they were resting near the Edisto river, the governor, ~~masson~~ who had earlier spotted found out about the rebellion, arranged a white local militia to defeat the slaves who rebelled. ~~Over the~~ They killed most of the slaves but 30 managed to escape. Over the next 3 years, the ~~new~~ Native Americans were paid to hunt them down as they knew the land better. Slaves who had been killed were stuck on mileposts to show other slaves not to rebel and to deter others from rebelling. The last slave was captured in 1742. This shows that the colonists will not allow any rebellions to take place and will not allow any slave to escape.

As this meant that a slave rebellion was possible as they outnumbered the white population

As a result, the Negro Act came into place

in 1741, which stated

that masters must treat their slaves

as many slaves wanted a better life as their masters often treated them harshly

more leniently in order to prevent another rebellion.

Slaves were also allowed more

freedom on the plantations but were

better supervised and treated. The master would have to pay a fine if he treated a slave violently

(Total for Question 2 = 8 marks)



The candidate has given a narrative with clear sequence leading to outcome. There is analysis, such as 'the slaves wanted to rebel', making the AO2 Level 3. Good knowledge and understanding are included such as the Security Act, 'stolen guns', which makes the AO1 Level 3. Overall, this is a strong Level 3.



Candidates need to provide specific details to support their narrative.

This is an example of a Level 2 response.

2 Write a narrative account analysing the key events of the Stono Rebellion (1739).

(8)

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

- freedom in Spanish Florida
- White colonial militia

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

When the slaves rebelled at first it was a small movement; as word spread this encouraged more slaves to band together and fight back against their owners.

But with more slaves rebelling a sense of fear came to the local population: a group of men rounded up followers and started the white colonial militia to fight back against the slaves.

The slaves started rebelling to reach Spanish Florida. The reason slaves wanted to reach there was because they were offered freedom and a job.



The candidate has provided a narrative, but the answer does not lead to an outcome; it lacks coherence but it does have linkage such as 'word spread' and 'sense of fear', making the AO2 Level 2. There is some knowledge shown (such as 'rounded up followers') but it lacks depth, so AO1 is considered a weak Level 2. Overall it was awarded as a mid-Level 2.



Candidates need to ensure they establish a beginning, middle and end for the narrative, and utilise language which helps analyse the links between the events and not merely list the events one after the other.

### 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: the French and Indian War (1754-63) for relations between the American colonists and the British; Pontiac's Rebellion (1763-64) for relations with the Native Americans; the Declaration of Independence (1776) for the revolution in the American colonies. The majority of the answers were focused on the Declaration of Independence and the French and Indian War, with Pontiac's Rebellion being the clear least popular option. 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. The majority of answers were able to focus on the question asked although a large number of candidates are still failing to link their answer to the second part of the question, ie, the relations, or the revolution.

In terms of the question on the French and Indian war, typical good answers covered war debt, tensions between British regulars and colonial militia and the Proclamation Line of 1763. Many correctly wrote that the war created tensions between the British and colonists, but there were some issues with specific AO1. Some candidates had good knowledge and understanding of Pitt's contribution and explained how this led to debt, which they linked to subsequent taxation (Sugar Act and Stamp Act). However, some answers stretched the chain of significance too far, and ended up writing essentially a narrative account of all subsequent Acts leading to the Boston Massacre. Although this was credited in part it is essential to consider only the importance of the event/person in question. Unfortunately, several candidates confused this with King George's War and the Treaty of Aix-La-Chapelle.

In terms of the question on Pontiac's Rebellion higher level answers offered nuanced analysis of significance, with some discussing how the outbreak of the rebellion and deaths led to a decline of relations, but then the subsequent Proclamation Act and resumption of gift giving led to relations improving. Some candidates also wrote about how the Rebellion led to relations between Native American groups improving, as they fought together against the colonists. Reference to smallpox blankets came up a few times, and was used effectively to show importance in declining relations. Weaker responses included more general comment on fighting between Indigenous people and colonists. Some candidates were confused about who Pontiac was – some saying he attacked Native Americans and others saying he was a slave.

In terms of the question on the Declaration there were some high level answers that had good knowledge of the content of the Declaration of Independence and how this inspired Americans to keep fighting or join the revolution. Good knowledge and understanding came up around 'natural rights' and the crimes of King George III, with the phrase 'all men are created equal' being used to good effect in answers. However, this led to some confused lower level answers too, with a common misconception that this meant the Declaration ended slavery across the United States. Likewise, many candidates ignored the part of the question around the revolution and spoke generally around the Declaration. A common misconception was that the Declaration of Independence actually caused the US to become directly independent from the British, ie that independence was recognised immediately.

This is an example of a Level 3 and a Level 2 response.

The French and Indian war was important as it emphasised declining relations between colonists and the British. One reason for this was the lack of control that colonial officers had. Despite William Pitt's efforts from 1757 to improve the position of colonial officers, many colonists felt that they didn't have enough independence and power over the outcome of war, therefore resented the British. Another reason relations between ~~with~~ colonists and the British declined was the price of the French and Indian war. British people paid higher taxes to fund the war, and they argued that they shouldn't as it had no effect on them. On the other hand, colonists argued 'no taxation without representation' and wanted more power to govern themselves. This meant that both Brits and colonists resented each other and this was important for declining relations between them.

Pontiac's rebellion was important for relations with Native Americans because ~~it created anger between~~ <sup>it created anger between</sup> ~~the British and the Native Americans~~ <sup>Native Americans</sup> and ~~with~~ <sup>and</sup> colonists. One reason for this was ~~the~~ settlement in the western Ohio country, despite the Proclamation Act recognising it as Native American territory. Colonists settled beyond the proclamation line, and this angered many Native American tribes.

Another reason for anger was that Native Americans were being taken advantage of in trades with colonists, despite the treaty of Paris in 1763. This angered many tribes and leaders, such as Pontiac and caused declining relations because they rebelled against colonists, which ~~caused~~ <sup>caused</sup> declining relations between the two groups. Another reason ~~relations~~ <sup>relations</sup> declined was the use of immoral tactics against the Native ~~A~~ tribes. For example, the tribes were given 'gifts' of blankets infected with smallpox

in an attempt to subdue the rebellion. This use of chemical warfare was highly immoral and it caused Native American anger <sup>and therefore</sup> declining relations between the two groups. This was important in relations as it had a large impact on feelings of anger from both sides. The colonists felt anger towards the Native Americans due to the Battle of Bloody Run and other major defeats, where many colonists were massacred.



**ResultsPlus**  
Examiner Comments

First response: French and Indian War. There is an explanation with analysis of importance based on the cost of the war and differences in British and colonial forces, with reasoning, but it is not secure in Level 3 for AO2. There is specific knowledge to support with reference to 'no taxation without representation' and the role of Pitt, making the AO1 Level 3. Therefore, it was awarded mid-level 3.

Second response: Pontiac. There is an explanation given with an attempt to analyse, eg 'created anger' and 'declining relations', but the response lacks organisation and coherence, making the AO2 Level 2. There is some knowledge shown, such as 'Proclamation Act' and 'smallpox' which places the AO1 in Level 2. Overall it is the top of Level 2.



**ResultsPlus**  
Examiner Tip

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 an example of a Level 3 and a Level 2 response.

The Declaration of Independence, written and drafted by Thomas Jefferson had great significance for the revolution in the American colonies. It acted as the watershed moment, and the point when colonists united as one because it meant they had ~~the~~ something to fight for, and an end goal to achieve. The declaration set out the key details in which ~~the~~ <sup>colonists</sup> wanted to achieve. For example, they wanted equality in the right to life and to be granted the right to their own property. This led to a sense of morale throughout as colonists believed there was a way to gain freedom from the British. The Declaration of Independence in 1776 resulted in the rejection from King George III following the continental congresses' and olive branch petition. The Declaration highlighted also the illegal actions of King George III and how he had been treating colonists unfairly, such as when he over-taxed colonists for the

financial gain of the British. The Declaration of independence in 1776 also ~~meant~~ meant that the war of independence would take place, and this would not have happened without the declaration. This proved how members such as Thomas Jefferson and Benjamin Franklin played a crucial role in the shift in mindset within colonies that they believed it was possible to gain their independence.

Having previously just asked for, and been denied peace, their only solution was to write the declaration of independence. ~~By protesting at the assembly for the~~ ~~and mistakes made by King George III, they~~ ~~the~~

~~Native~~ The French and Indian War 1754-63 strained relations between American colonists and the British. This was due to the territorial disputes ~~between~~ over land and forts, also involving the French. ~~This~~ This led to the strained relations between the American colonists and British, because Fort Pitt was captured by ~~the~~ the British in 1764, and the introduction of William Pitt as the new British prime minister, and General Wolfe as ~~the~~ an army trainer made the British stronger. This meant that the previously strained relations got worse as the ~~Native Americans~~ <sup>Colonists</sup> already felt as though the British were taking advantage of them and their ~~the~~ land. This was significant as it led to further disputes between colonists and the British. The British were already taxing colonists too highly, damaging trade relations

which led to the Boston Massacre and Boston Tea Party in 1773. The French-Indian War gave colonists an incentive to want to gain more control, which the British had taken. During the French-Indian War, the British not only took Fort Pitt, and other forts, but had the bloody ~~run~~ and the battle of Bushy run ~~of~~ over further territorial disputes.



First response: Declaration of Independence. The candidate has given a clear explanation, showing analysis of importance, such as providing a reason to fight and actions against King George, making the AO2 a clear Level 3. This is supported with knowledge and understanding, such as the role of Jefferson, also making the AO1 Level 3. Therefore, it was awarded the top of Level 3.

Second response: French/Indian. The candidate has given an explanation, with an attempt to analyse, 'strained relations' and 'damaging trade relations', but lacks coherence, so AO2 is Level 2. The knowledge is not always accurate, but has some 'territorial disputes' and more long term implication ('Boston Tea Party') makes the AO1 a weak Level 2. Overall it is a mid-Level 2.



Candidates need to provide specific knowledge to support their explanation.

## Paper Summary

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

Make sure that you attempt all three questions, including both parts of Q1 and Q3.

For all questions use accurate and relevant information to show your knowledge and understanding of events.

Q1: Explain a link between the event and the consequence and do not only describe or state something that happened. Focus on what happened as a result of the event.

Q2: Have a clear beginning, middle and end, ensuring the events or developments in your narrative are linked together to show a clear sequence of events.

Q3: Explain the impact the development/event/person had on the second development/event/person named in the question. Focus on what difference the development/event/ person made.

In this examination series there was still a number of responses with illegible handwriting. Students should be aware that examiners can only credit what they can read.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

