

Examiners' Report

June 2025

GCSE History 1HI0 P2

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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.

This examination series saw the change to Question 01 with candidates no longer being required to give two consequences of one aspect of content but are now required to give one consequence of two different aspects of content. This change was made to improve the accessibility of the examination and evidence from responses clearly shows that this has been the case. Candidates are not expected to write any more in their responses than in previous examinations and the writing space available is unchanged.

Centres are reminded that the indicative content in the mark scheme does not state what must be in responses nor does it give any expectation as to how candidates are expected to structure their responses, but is meant to exemplify a range of material which examiners might expect to see in candidates' work. As mentioned in previous Principal Examiner reports, there are a number of candidates that write first person responses, such as diaries, for Question 02. Such responses should be avoided, as although AO1 can sometimes be rewarded, it is very unlikely that there will be any aspects of the work which can access AO2.

Centres are also reminded that where candidates need extra space for a response, this should be on separate extra paper rather than within the space provided for a different question. Where candidates have special consideration to word process their responses, centres should ensure that their B (British Depth Study) and P (Period Study) responses are separated from each other, as two distinct documents.

Question 1

Questions 01(a) and 01(b) focus on consequences, requiring candidates to explain valid consequences (AO2), this implies a link between the stated event and the consequential events or developments that are identified by the candidate. This explanation should be supported with specific information showing good knowledge and understanding (AO1). Candidates are expected to explain 'what happened as a result of the given event, development etc'. (2 x 4 marks).

In Question 01(a), candidates were asked to provide a valid consequence of Spain's decision to protect runaways from slavery. Most candidates understood the second-order of concept of consequence and were able to identify various consequences, the most common being an increase in rebellions of enslaved people, the Stono Rebellion was commonly referenced, or tighter restrictions against enslaved people. Better responses had well developed consequences, with strong AO1 on display (town of Moses established, South Carolina slave code). However, some answers missed out on Level 2 for AO2 by not linking the consequences back explicitly to Spain's decision. Weaker answers tended to allude to a worsening of relations between the British colonies and Spain. This question was more successfully answered than question 1b.

In Question 01(b), candidates were asked to provide a valid consequence of the Proclamation Act of 1763. Candidates understood the second-order of concept of consequence and were able to identify various consequences, the most common being worsening of relations between the British and the colonists or an improvement in relations between the Natives and the British. Some weaker answers made reference to the impact of the Royal Proclamation on enslaved individuals, this could potentially have been a legacy of the explain two consequences question. There was some misconception around chronology with many candidates thinking that the Proclamation Act led to Pontiac's Rebellion. Unfortunately, there were also several misconceptions between the Royal Proclamation and King George's Proclamation.

The first response is the top of Level 1.

The second response is the bottom of Level 1.

1 (a) Explain **one** consequence of Spain's decision to protect runaways from slavery.

(4)

one consequence of Spain's decision to protect runaways from slavery is that if they were caught by the slave owners they were to be killed on sight, therefore more slaves ended up dead because they all wanted to runaway and be protected by Spain.

(b) Explain **one** consequence of the Proclamation Act of 1763.

(4)

one consequence of the Proclamation act of 1763 was that not many people agreed with this, leaving the proclamation to be ignored and cause more deaths in British America.



1a) This candidate has provided a generalised comment with “more slaves ended up dead” as a consequence. This does not analyse features and is placed for AO2 in Level 1. There is generalised information on wanting to run away and what may happen if caught, making the AO1 Level 1. Hence the best fit is top of Level 1 1b). There is only a basic comment on the proclamation being “ignored” with no explanation, making the AO2 Level 1. There is no information used to support this statement, hence nothing awarded for AO1. Therefore, best fit is bottom of Level 1.



Clearly state what the consequence is.

The first reponse is the top of Level 2.

The second response is the top of Level 2.

British America, 1713-83: empire and revolution

Answer ALL questions in this booklet.

- 1 (a) Explain **one** consequence of Spain's decision to protect runaways from slavery.

rFlorida
Militia
increased chance
(4) of rebellion

This increased the chance of rebellions in plantations. Slaves ~~and~~ would be more likely to want to rebel if there was a promised chance of freedom and protection. An example of a rebellion caused by Spain's decision to protect runaways from slavery was Stono's Rebellion, where over 100 slaves rebelled and marched towards Florida until stopped and killed, with their heads paraded on mile posts.

* Slaves were currently mistreated and abused by their owners, so the king of Spain's promise gave them hope and something to fight towards.

- (b) Explain **one** consequence of the Proclamation Act of 1763. ^{-and of French and Indian war}

(4)

~~This set out one consequence of the Proclamation Act was to set out territory for the British, French and Spanish. It gave the Ohio country and Canada to the British as well as the proclamation line that set out territory for the French, British and Spanish. It meant Canada and the Ohio country were no longer under French rule and was given to the British as well as east and west Florida being given to the British. The Proclamation Line led to increased tensions between Native Americans and colonists as well~~

as the french



1a) A clear consequence of "increased rebellions" is explained with "chance of freedom" and "gave them hope", showing features of the period being analysed, making the AO2 a secure Level 2. This is supported with specific information, such as detailed reference to the Stono Rebellion, making the AO1 Level 2. Therefore, this is strong at the top of Level 2 1b). A clear consequence with new territory for the British due to the Proclamation Line "that set out territory", making the AO2 Level 2. This is supported with good knowledge in the form of "Ohio" and "East and West Florida", making the AO1 Level 2. Overall, the best fit is top of Level 2.



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

Question 2

Question 02 focuses on an analytical narrative and the AO2 concepts of causation, consequence and change. Candidates were asked to provide an analytical narrative of the development of religious revivals in the colonies. Typical answers were able to discuss religion and the work of travelling preachers with the best answers being able to name Whitefield and Edwards. Many candidates pointed out the importance of the open field, enthusiastic preaching and the impact of the Great Awakening on enslaved people and women. 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. Many answers referred to the Enlightenment in great detail and only a few of these were able to make it relevant, there was a fairly common misconception that Benjamin Franklin was involved in religious preaching across the colonies. The question includes two stimulus points and focuses on a specific period when key events, developments and ideas can be analysed as a sequence of events leading to an outcome (AO2). To be awarded Level 3 for AO1 (information, knowledge and understanding) candidates must address three aspects of content. Although most candidates do use the two stimulus points for aspects of content, they do not necessarily have to use those provided. As in previous years this question was left blank more often than the others.

This response was awarded the top of Level 3.

2 Write a narrative account analysing the development of religious revivals in the colonies.

(8)

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

- the Great Awakening
- travelling preachers

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

In the 1740s & 60s, ~~a religious~~ the Great awakening occurred, which ~~was the~~ brought about a new style of protestant religion & practise in comparison to the Presbyterian approach previously. This was the idea that God controlled everything & only men had the right to lead sermons. It promoted traditionalist ideas. However, the Great Awakening ~~was~~ focused on getting as many people involved as possible through the development of evangelical preaching. This was ~~where~~ ^{where} people would lead sermons in open areas, such as fields & thousands of people could attend & listen to other people's ideas. It was interactive & exciting in comparison to traditional Church services. Women were allowed to join in, which some people didn't like because they believed women shouldn't have the right to. Preachers ~~th~~ would travel from town to town, delivering ~~serm~~ ~~exciting~~ ~~sermons~~ sermons that they had become famous for. Some even published books so people who weren't able to attend could still read about them & participate in the shift in attitudes towards

religion. Religion became something that was celebrated rather than expected & it attracted a more lively audience & following. Preachers were persuasive & performed sermons almost as entertainment through shouting & singing, which would have been frowned upon in a Presbyterian church. One sermon had over 200,000 people

This created a change towards what religion was in the country & moved the practices of Colonial America further away from the traditional, no nonsense services in Britain, created a sort of rift between the countries over how religion should be progressed grow with the people & become more accepting rather than judgemental & peaceful.



A narrative is given with sequence leading to an outcome, "created a rift". There is linkage, such as "brought about a new style", "would have been frowned upon" and "created a change", which makes the AO2 Level 3. Accurate and relevant information is included, "evangelical preaching" and "women were allowed to join", showing understanding of key features. Despite factual inaccuracies, eg "200,000", which we do not detract, the AO1 is Level 3. The best fit is top of Level 3.



Candidates need to provide specific details to support their narrative.

This response was awarded the middle of Level 2.

2 Write a narrative account analysing the development of religious revivals in the colonies.

(8)

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

- the Great Awakening
- travelling preachers

Enlightenment
↓
questioning

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

~~There was a development of religious revivals in the colonies for a number of reasons.~~

~~The Great Awakening was significant ~~as~~ because it~~

The Great Awakening was the bring-about of a new type of Christianity. People didn't need to go to Church anymore because they believed you could worship God just out in the open or they didn't need to read the bible everyday to still have faith in God. People started believing in the fact that your faith in God mattered more not the amount you actually did (like going to church every Sunday).

~~And~~ And then the Enlightenment period in the 1760s caused people to start questioning old teachings and decipher ~~what~~ ~~whether~~ ~~or not~~ what we should follow or not. This caused there to be quite a division in colonies as there were some whom were passionate about these new ideas and some whom were still ~~stuck in~~ ~~the~~ thinking that they should just stick to old beliefs as they

were completely fine ideas'



The response has some organisation of material, with some analysis of linkage with “bring about a new type” and “caused people to start questioning”. This means it can be considered a weak Level 2 for AO2. There is accurate and relevant information in the form of “worship God in the open” and references to the Enlightenment, making the AO1 Level 2 as well. The best fit would be to place in the middle of 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 simply list the events one after the other.

Question 3

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)

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 British suppression of piracy for British control of American waters; the Boston Massacre for relations between the colonists and the British government; the British mistakes for the American victory in the War of Independence. The majority of the answers were focused on piracy and the Boston Massacre, with British mistakes 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 2nd part of the question, ie British control, the relations, or the American victory.

In terms of the question on piracy, this question was the most successfully answered with the majority of candidates able to discuss the Piracy Act, King George's Proclamation, Spotswood, Blackbeard and Black Sam effectively. The knowledge on show in this question was generally of a very high standard with specific details on the Piracy Act and Proclamation, but often the link back to the importance of British control was vague. The best answers discussed either the impact that piracy had had on trade or insurance policies for merchants.

In terms of the question on the Boston Massacre, many students wrote about the events of the Massacre in detail. Those who only focused on the event itself mainly stayed in Level 2 as candidates slipped into telling the story of the massacre with only vague allusions to worsening relations. The most successful candidates were able to reference the Committees of Correspondence, propaganda and Paul Revere. However, the most common misconception in this question was the difference between the Boston Massacre and the Boston Tea Party. Many candidates wrote exclusively on the Tea Party by ineffectively attempting to argue that one led to the other and simply describing these events and writing a narrative of the beginning of the war of independence.

In terms of the question on the British mistakes in the War of Independence, this was the least popular with candidates. The best answers were able to reference Howe, Cornwallis and Burgoyne and make explicit links to the American victories, such as Yorktown and Saratoga. Many candidates were unable to provide the required specific details and instead spoke very vaguely about equipment and communication. There were also some candidates who wrote about what the Americans did well, rather than British mistakes. Some candidates misinterpreted this question and wrote about the mistakes that Britain made in the build up to the war and which led to war rather than focusing on the war itself.

The first response is awarded the top of Level 3.

The second response is awarded the top of Level 2.

- ☒ 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.

One importance of British suppression of piracy is the outcome of the piracy act of 1717 being the direct sea execution of pirates. Previously, the waters were dominated by pirates, causing an ~~overall~~ increase in fear of fight and loss of revenue of trade due to pirate avoidance of tax, meaning the British had minimal control over American waters. King George's proclamation of 1717 was partially successful due to it offering a pardon to any pirates that handed themselves in before January 1718. This caused some pirates to hand themselves in, however, most ~~became~~ returned back to their previous life due to

the inability to give up a lifestyle for a pardon. However, the piracy act of 1717 now meant that pirates who had been found providing continuity in pirate dominance over American waters. However, after the piracy act of 1717 now meant that pirates found guilty were able to be put on trial and executed, creating fear within the pirates. For example, Blackbeard was executed when found by the militia, serving as a warning to the pirates that were still around. Therefore, due to this British suppression of piracy, Britain was able to gain authority over American waters once again and dominate the trading industry on sea and generating more revenue to fund the colonies.

☒ 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.

The Boston massacre was important for relations between the colonists as it led to the coercive acts which deteriorated the relationship between the colonists and the British, contributing to the war of independence. ~~The son of liberty performed a in 1770~~ In 1770, in Boston 5 ~~colonists~~ ^{British} were murdered in an attack on the ~~long colonial government~~ by the ~~British~~ ^{colonists} due to the increased attempt in raising a tax on the colonists and not acting in their best interest. The Stamp act, tea act and molasses act contributed to this, angering the colonists even more which meant

the relationships with the British were getting worse, and worse. In 1771 the Sons of Liberty performed the Boston tea party dumping 343 barrels of tea into the Boston harbour in an attempt to oppose the British, inspired by the Boston massacre. This meant the Boston massacre caused an increased anger and resentment of the British by the colonials, ~~meaning~~ as they exploited ~~them~~ their money to pay for war debts with high taxes on ~~ex~~ imports, which contributed to the start of the American revolution to become independent from the British.



The first answer is about British suppression of piracy. This response has an explanation given with analysis of the impact with “partially successful”, “providing continuity in pirates dominance” and “dominate trading industry”, making the AO2 Level 3. This is supported with accurate information, such as the Piracy Act, King George’s Proclamation and Blackbeard, demonstrating good knowledge, making the AO1 Level 3. Therefore, the best fit is the top of Level 3. The second answer is about the Boston Massacre. In the response an explanation is given, with an attempt to analyse importance by reference to “increased anger and resentment” due to taxes, but it does lack coherence at points due to confusion of order of events. Hence, the AO2 is Level 2. The knowledge is not always accurate but there is enough which is relevant and accurate, eg “Sons of Liberty ... inspired”, to make the AO1 Level 2. Therefore, it is the top of 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.

The first response is awarded the middle of Level 2.

The second response is awarded the top of Level 1.

☒ 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.

Piracy was one of Britians main Problems, this was because the Pirates stole from cargo ships carrying goods. This was Pirates main target because it was their largest target, cargo ships didn't fight back, and ~~carried~~ carried expensive supplies like: crates of tea, expensive clothing, and tobacco, all worth a good price.

So Britain made the 'Piracy act', Normally if pirates were caught, they would be executed. But if they handed themselves in they would be let off, many Pirates were scared of death so a lot of them handed them selves in.

This is important, because pirates were a big threat and terrified

Civillians Meaning that no-one would want to have the job of transporting cargo.

- ☒ 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.

The first mistake that the British made was that they declared the Stamp Act onto America which was that if you were buying something, it would be stamped adding a higher price to that item. This made America ~~ch~~ unhappy, so they fought back, claiming some land. As time went on, America started claiming more land, ~~to~~ which started at the Boston Tea Party where Americans threw tea into the sea. When it came to winter, Americans were freezing to death whilst the British were partying and drinking alcohol. But this is when the Americans attacked - when the British didn't expect it. The Americans sailed ~~across~~ across the ~~f~~ a river ~~as~~ and snook

up on the British, taking a lot of men.

The British+ Americans often ran out of Ammo aswell.

This means that if England didn't enforce the Stamp act or any other acts. or Planned better tactics, they would Probably keep America.



The first answer is about British suppression of piracy. In this response an explanation is given with an attempt to analyse, with "big threat" and the idea of handing themselves in, yet it lacks organisation in the passages, making the AO2 a weak Level 2. There is accurate and relevant information, such as Piracy Act, reference to execution and surrender, showing some knowledge and understanding, making the AO1 Level 2. Therefore, it is mid Level 2. The second answer is about British mistakes in the War of Independence. This response focuses on causes of the war, rather than the war itself. There is one reference to errors and being surprised by the Americans, making the AO2 Level 1. There is limited knowledge but partying is reference to Trenton, so AO1 is Level 1. Therefore, the best fit is top of Level 1.



Candidates need to provide specific knowledge to support their explanation.

Paper Summary

Based on the performance across all the five Period Study papers, candidates are offered the following advice:

1. Try to attempt to answer all the required questions, including both parts of Q1 and Q3.
2. On Question 02 keep to the date range specified in the question and include in your narrative an aspect of content which is not covered by the stimulus points provided.
3. On Question 03 briefly take some time to consider your choice of questions to answer and focus on what difference the development, event or individual made to the aspect given in the second part of the question.

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>

